DOCUMENT RESUME

ED 130 751 PS 008 752

TITLE	Elizabethtown Workshop for Trainer.
INSTITUTION	George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
SPONS AGENCY	National Coordination Center for Early Childhood Education, St. Ann, Mo.
PUB DATE	[73]
NOTE	525p.; Not available in hard copy due to marginal reproducibility of original document
EDRS PRICE	MF-$1.00 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Case Studies; Classroom Environment; *Classroom Observation Techniques; *Early Childhood Education; Feedback; *Inservice Teacher Education; Lesson Plans; Positive Reinforcement; Preschool Children; Preschool Curriculum; *Preschool Programs; Preschool Teachers; *Preschool Workshops; *Program Content; Student Evaluation; Teacher Behavior; Teacher Evaluation; Teacher Role; Teaching Techniques
IDENTIFIERS	*DARCEE; Demonstration and Research Center Early Education

ABSTRACT

This large collection of the Demonstration and Research Center for Early Education (DARCEE) Materials includes the Elizabethtown Workshop for Trainer; the Louisville Inservice Report; the Macon, Georgia, Inservice Report, which includes progress reports on the individual children in that program; and finally a large number of site visit observation/feedback reports made by DARCEE personnel. The main emphasis is on strategies, objectives and evaluation of classroom, staff, instructional procedures, and group activities. Information on DARCEE materials and techniques are found throughout the material. (MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

04152-'P-07-R-181
8'76
9'76 T

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED130751

ELIZABETHTOWN WORKSHOP FOR TRAINER
January 15 - 26, 1973

DARCEE Essential	Trainer Responsible for Session
Slide Overview	Julia F. Stinson
Physical Setting	Carolyn Marsh
Grouping	Carolyn Marsh
Scheduling	Carolyn Marsh
Role of Teacher	Sue Claxton
Skill Development	Julia F. Stinson
Units	Carolyn Marsh
Materials Use & Selection	Sue Claxton
Material Development	Sue Claxton
Attitude Development	Julia F. Stinson
Positive Reinforcement	Carolyn Marsh
Parent Involvement	Julia F. Stinson
Teacher Preparation	Sue Claxton

RECEIVED
FEB 27 1973
NATIONAL COORDINATION CENTER

PS 008752

Slide Overview / Discussion

Monday,
Jan. 15, 1973

Objectives

1. The participant will demonstrate an interest in the slides by attending, asking questions, etc.

2. The participant will demonstrate an understanding of the DARCEE essentials by drawing conclusions, asking questions.

3. The participant will be able to compare the operation of the E'town kindergarten to the DARCEE program by citing similarities and differences. See back of schedule.

Strategies

1. Show the slides (1-2).

2. Allow time for participant to ask questions (1-2).

3. After completing slide sequence - (1-2) discuss slide sequence - discuss classroom observation.

4. Ask participant to cite specific examples of similarities and differences (2-3).

Materials needed:

Slide Sequence
Slide Script
Projector
Extension Cord

Evaluation

The participant did attend to the slide presentation, however he asked no questions during or following the slide presentation. The participant made no attempt to relate the DARCEE model to previous teaching experiences or how he would relate the total program to the teacher-trainers in Elizabethtown, Kentucky. So objective one was met and objective two was not met.

The following information relates to objective three and was isolated during the discussion following the slide presentation. In comparing the present E'town operation to the DARCEE model, the following similarities and differences were isolated:

Similarities:

1. Elizabethtown operates on a consistent daily schedule.

2. Time allotment for planning and evaluation is provided (Teacher Preparation) on a daily basis.

3. Present operation uses Units.

Differences:

1. Children aren't grouped into small groups, neither is there a large group activity.

   Grouping -

2. Attitude development is incidental, not a planned part of the curriculum or teacher strategies.

3. No parent involvement other than the usual P.T.A.

4. No Materials Development is expected and Materials Use other than LATP is unspecified.

5. Role of the Teacher - Both teachers teach a small group of children, but the groups do not stay the same over a period of time; assistants aren't in a decision making role in the classroom. No lesson plans are written.

6. Physical Setting - sequencing of the complexity of the physical classroom environment isn't part of the program. No area specified for large group area. No areas assigned to specific small groups.

7. Positive reinforcement is not a specified part of the program.

8. Skill development - some time in the daily schedule (30 minutes - LATP packets) is allotted to skill development; however there is no effort at sequencing the skills or any emphasis on skills any other part of the day.

Objective three was met.

Preparation for Observing Classroom

Monday,
Jan. 15, 1973

Objectives

1. Point out the essentials the participant will be focusing on:
    - (a) Scheduling
    - (b) Physical Setting
    - (c) Grouping
    - (d) Skill Development
    - (e) Attitude Development
    - (f) Positive Reinforcement
    - (g) Materials Use
    - (h) Teacher Preparation
    - (i) Role of Teacher

2. The participant will have some background information on the classroom teachers (Kathy Greene and Mary Lukowski).

Strategies

1. Point out the essentials listed above.

2. Provide participant with "Summary of DARCEE Curriculum Essentials."

3. Verbally, give information on Kathy and Mary.

Kathy Greene - 7th year with program - worked as a Head Start aide before coming to DARCEE - has high school diploma and 6 hours of college credits - mother of two children.

Mary Lukowski- been with program since Dec. 1, 1972 - varied experiences with pre-school programs - B.S. in special education - worked in program as student assistant 1971-72.

Materials needed:

1. Summary of DARCEE Curriculum Essentials

2. Daily Classroom Schedule

Evaluation

The trainer gave the verbal information on the classroom teachers listed in the strategies for this session. The DARCEE essentials listed in the objectives for this session were briefly discussed using the Summary of DARCEE Curriculum Essentials as a guide. The participant was given a copy of same and a copy of the Daily Classroom Schedule.

The participant spent most of the time in the observation booth observing the classroom activities; however, some of the time he spent talking about the program in Elizabethtown. Observation time was extended to 10:30. Following the observation of the classroom there was little discussion; we immediately went into the slide presentation.

Grouping, Organization and Use of Time
Physical Setting

Objectives

1. The participant will be able to recall, explain and demonstrate, using specific examples, the principles relating to the DARCEE Essentials of Grouping, Organization and Use of Time and Physical Setting.

   A. Grouping
   The participant will be able to divide a hypothetical group of children (20) into 2 groups of ten for the first week of school, then regroup the children for the 3rd week of school (Cards containing children's names for the first week contain little information - cards for the 3rd week contain additional information about each child).

   B. Physical Setting
   1. The participant will be able to specify ways in which a simulated classroom is consistent with or deviates from DARCEE principles.

   2. The participant will be able to arrange a simulated classroom in a manner consistent with DARCEE principles. The arrangement of the classroom should include placement of tables, chairs, and display areas for large group, small group, structured Free Choice activities and indoor play time.

   C. Organization and Use of Time
   The participant will be able to develop a schedule applicable to his classrooms for use during the beginning, middle and end of the school year.

Strategies

1. Discussion
   Trainer will discuss main points of 3 essentials (30 minutes).

2. Check Yourself
   Trainer will go over, with participant, each check yourself quiz in Teacher's Manual at the end of the 3 essentials (15-20 minutes).

3. Floor Plans
   Look at 4 floor plans of various classroom arrangements, indicate verbally how each violates or is consistent with DARCEE (15 min.)

4. Flannel Boards
   Arrange flannel board appropriately for the following classroom activities:

(a) Large Group
(b) Small Group
(c) S.F.C.
(d) Indoor Play

(15 - 20 minutes)

5. Make out Schedules
Make out 3 schedules to include each period discussed earlier by trainer (trainer will list on board). One schedule to use for the beginning part of the year, one for the middle, and one for the latter part of the year. (45 minutes).

6. Group Kids
Divide 20 hypothetical children into 2 groups - 10 in each group as would be appropriate for 1st week of school - divide same group again as would be appropriate for 3rd week of school. Discuss rationale for each instance of grouping. (1 hour).

Evaluation

A. Grouping
The objective of this essential was met with the participant. However, the value of time spent with this exercise left some question in the trainers mind. First of all, the participant will not have an actual hand in grouping children in his classrooms in E'town and secondly the teachers have already been grouping children ability wise using the LATP package. It is felt by the trainer that this essential could have been handled by simply suggesting to the participant that he refer his teachers to the grouping principles in The DARCEE Teacher's Guide and allow them to actually regroup their 20 children during their pre-service workshop.

The participant, himself, remarked later in the week that he felt the 3 essentials of Grouping, Physical Setting and Scheduling could have been sufficiently handled by his reading the sections then observing the DARCEE classroom.

B. Physical Setting
The objective of this essential was accomplished with the participant. The trainer feels the strategy of having the participant arrange a simulated classroom for various activities was beneficial perhaps more than the participant could immediately appreciate. He indicated that the physical setting of his classrooms was similar in some respects but without much regard for arranging the classroom to help children in development of specific attitudes such as persistence and independence. It is felt that the participant will be able to help his teachers arrange their classrooms to correspond with DARCEE's Physical Setting principles.

C. Scheduling

The objective of this essential was partially met with the participant. The participant contributed more during this exercise than with the 2 previous exercises. Perhaps because this exercise necissitated more input from him concerning actual conditions in the E'town classrooms. The participant had to list approximate times during the day's schedule when activities occured such as lunch and outdoor play that could probably not be changed. In working out a daily schedule the participant was able to give suggestions, make comments, etc. At the end of the session the participant and trainer had come up with a schedule that we felt would be a workable one for his 2 classrooms.*

In reference to the objective being partially met, the trainer felt that it was more practical to spend the time working out *one* schedule that the participant could go back and have his teachers implement rather than take additional time to work out two more schedules to show how time allotments change throughout the year. This idea could be easily seen in the sample schedules in *The DARCEE Teacher's Guide*. Furthermore the objective of developing a schedule for the beginning, middle and end of the school year was not appropriate since the classrooms have been in operation since September of 1972.

* E'town - DARCEE - Daily Schedule

Morning - 8:00 - 8:15 - Arrival & Greeting
8:15 - 8:25 - Bathroom
8:25 - 8:50 - 1st Large Group
8:50 - 9:20 - 1st Small Group
9:20 - 9:40 - Milk Break
9:40 - 9:50 - Bathroom
9:50 - 10:20 - Outdoor Play
10:20 - 10:50 - 2nd Small Group
10:50 - 11:05 - Prepare for Lunch
11:05 - 11:35 - Lunch

Afternoon - 11:35 - 1:05 - Rest Time
1:05 - 1:15 - Bathroom
1:15 - 1:35 - Outdoor Play
1:35 - 2:00 - S.F.C.
2:00 - 2:15 - Last Large Group
2:15 - 2:20 - Dismissal
2:20 - 3:15 - Planning & Evaluation

Role of Teacher

Objectives

1. The participant will be able to distinguish which responsibilities are shared by the lead teacher and assistant and which responsibilities are specifically the lead teacher's or assistant's.

2. The participant will be able to state/discuss how particular situations involving the teachers are like DARCEE or vary from the DARCEE model.

3. During classroom observation the participant will focus in on specific roles of both teachers and how each function during the activities and transition times.

4. Participant will state how each teacher filled her role in large group, small, and transition times.

5. During observation of the teachers' planning and evaluating session the participant will focus in on both teachers and how they execute their planning and evaluation session.

6. The participant will point out specific aspects of the planning and evaluating session.

7. The participant will begin formulating ideas of how to apply this essential in his own workshop.

Strategies

1. Go over Check Yourself quiz in Teacher's Manual and discuss.

2. Look at cartoons in Trainer's Manual -
   # 1 - like DARCEE - 2 teachers - lead, assistant/unlike, both don't share.
   # 2 - fully like DARCEE.
   # 3 - discuss possibility of assistant taking large group and point out that he'll see such a situation during observation.

3. Briefing on observation (last part of large group, 1st small, s.f.c.).
   (a) Note who's in charge of large group -
   (b) How the other teacher functions during large group -
   (c) How both teachers handle transition from large group to 1st small group -
   (d) 1st small group each teacher responsible for teaching her small group from her own lesson plans -
   (e) S.F.C. each teacher is responsible for supervising at least one activity.

   9:45 - 10:30 - Observation

4. Feedback on observation - 10:30 - 11:00 -

5. Briefing for observation of the planning and evaluation session. Points to look for:

   - Teachers use time wisely in order to effectively plan and evaluate on a daily basis.
   - DARCEE teachers function as a "team"
   (a) Planning involves children's skill and attitude objectives -
   (b) Decision maker - diagnosing individual progress - strategies to improve progress -
   (c) Evaluator - judge the effectiveness of your teaching and team members' constructive criticism - not a put down - discussion after observation.
   - Observe teachers' planning and evaluating session. (12:00 - 1:30).

6. Go over planning and evaluating session pointing out specifics. (1:30-2:30).

7. Implication for E'town. Get input from participant on present roles of teachers, their working hours, how long the children are at school.

   Materials: Teacher's Manual
   Trainer's Manual

Evaluation

1. Participant correctly answered quiz in Teacher's Manual. Limited comments with exception to clarifying whether teaching team would want to decide on assistant assuming large group responsibility - according to DARCEE, it wouldn't violate the model if the assistant didn't. Incidental comments later by the trainer referring to how DARCEE views the role of the assistant as being a teacher vs. the traditional concept of the aide being the classroom maid.

2. Illustration # 1 - Participant was able to state how picture was like DARCEE and how it differed. Trainer pointed out descrepancy of wording in cartoon - use the word "evaluation" instead of "test."

   Illustration # 2 - Participant was able to state that the picture was like DARCEE. He elaborated that the lead teacher would help her own group get ready after announcing clean up time to both groups.

   Illustration # 3 - Participant stated that it was like DARCEE with the clarification that the assistant could conduct large group. Carolyn Marsh made an interesting observation about something being incorrect with the material the large group teacher was using. Participant was unable to determine that the book should have been held in such a fashion so that children could see it.

3. The participant took notes during the observation session.

4. Participant noted some of the more obvious points such as how each teacher functioned during large group and how transitions were handled. He didn't pick up on the methods each teacher used in initiating activity. The gimmics that were used by the teachers such as whispering, he noticed. Some of the qualities of being a good DAPCEE teacher were brought to his attention - the teacher is a challenge, rewarder; she is realistic.

5. Participant was given a list of questions that are dealt with by teachers during planning and evaluation session to go over (taken from Teacher's Manual).

6. Participant did not have a lot of comments to make about observing the planning and evaluation session. The session itself was fairly self-explanatory. Two points that he didn't understand was the role that Joanne Poole plays - (acting center director who provides additional observation feedback for the center teachers) and what "planning a balanced day" in terms of skill objectives means. Both points were clarified for him. An analogy was drawn between the value of Joanne's observation-feedback for the center teachers and his "role-to-be" for the teachers in E'town.

7. Participant was fairly familiar with the "good" working relationship of one teaching team in E'town, but didn't have knowledge of the other teams' relationship. The working hours were discussed at an earlier session - children 8:00 to 2:20, teachers remain until 3:15.

Skill Development

Tuesday,
Jan. 16, 1973

Objectives

1. Participant shall be able to classify instructional activities as matching, recognition, or identification according to the kind of student response required (page 73).

2. Participant shall be able to supply additional examples of matching, recognition, and identifying activities (pages 73-74).

3. Using the sequencing principles participant shall be able to place related instructional activities in the proper sequence of presentation (page 78).

4. When given a hypothetical set of teaching conditions, participant shall be able to find appropriate objectives in A Sequenced Guide for Recording Children's Progress, and write a brief lesson plan that describes the materials and instructional activities the participant would use to accomplish the objectives.

Strategies

1. Prior to 2:30-4:00 session, participant will read skill development in The DARCEE Teacher's Guide (Objectives 1,2,3,4).

2. Participant will complete check yourself exercises on pages 73-74; 78. Exercise will be discussed (Objective 1,2,3).

3. Trainer will discuss skill development. Trainer will discuss use of Mini-Monster. (Objectives 1,2,3,4).

Materials needed:

(2) Teacher's Manuals
(2) Mini-Monsters
Lesson Plan Forms

Evaluation

Participant successfully completed exercise on page 73 in Teacher's Guide therefore objective one was accomplished to a degree of acceptability. The participant suggested more exercises relating to match, recognition, and identification be added.

Participant had some difficulty with exercise II on pages 73 and 74. The exercise was completed satisfactorily after trainer demonstrated procedure on chalkboard. I suppose one could say objective two was met to a degree of acceptability.

Objective three was met.

Objective four was met, but I felt the participant displayed little enthusiasm. This led me to question the degree of enthusiasm he would display during his own training session as trainer.

Strategies 1 and 2 were executed; however, participant said he had understood the material in the manual, had no questions relating to skill development, so I did not follow thru on strategy 3.

We did utilize the time allowed for strategy 3 by going ahead with strategy 2 - objective 3 listed for Wednesday, Jan. 17, relating to skill development. Objective 3 was met satisfactorily.

Preparation for Observing Classroom

Wednesday,
Jan. 17, 1973

Objectives

1. Based on previous input (reading, slides, lectures, exercises, observation) participant will be able to observe one teacher, isolating skill objectives for activity.

2. Participant should be able to discuss previous skills and later skills relating to the skills taught today.

Strategies

1. Discuss with participant purpose for observation.

Skill Development

Objectives

1. Participant will be able to discuss skills taught during observed activity.

2. Participant will be able to locate skills taught in Mini-Monster, pre-level skills and follow-up skills - locate in Mini-Monster.

3. Participant will be able to complete exercises on pages 80-83 in Teacher's Manual.

Strategies

1. Discussion: Ask participant to discuss skills observed being taught, pre-level skills, and follow-up skills - locate in Mini-Monster.

2. Participant will be able to complete exercises on pages 80-83 in Teacher's Manual using Mini-Monster.

Evaluation

Objective 1. - Participant was able to isolate (recognize) the following skill development during snack time/preparation for snack.

Kathy's group	Mary's group
1. Classification of items by color	1. Identification of colors
2. Counting one-to-one correspondence	2. Following directions

Other skills I recognized:

Kathy's group

1. Identification of juice
2. Opposites (hot/cold) temperatures
3. Verbalization skills
4. Association skills (weather season)
5. Recognition of letters in January

Mary's group

1. Taking turns (attitude)
2. Delay (attitude)
3. Identification of juice
4. Position concepts
5. Independence (serving self)
6. Verbalization skills

Participant had difficulty recognizing the skills worked on in large group.

Skills taught:

1. Recalling series of words or phrases in sequence.
2. Associate number name with set.
3. Following directions.
4. Taking turns (attitude)
5. Visual discrimination - what's missing from the environment.
6. Utilization of clues - association skill
7. Sound discrimination - loud/soft.

Participant was able to recognize the following skills taught in first small group:

Kathy's group

1. Reproduce designs using a model
2. Describe design using color and shape.

Mary's group

1. Identify characters or items in story.
2. Recall story in sequence.

Other skills I recognized:

1. Follow directions
2. Complete task without direct teacher supervision
3. Use materials appropriately

1. Attending skills
2. Recognize male/female

4. Share (attitude)

5. Persistence (attitude)

Objective II. - Participant did fair with objective II. However, he displayed little interest in discussing the skill sequence. We completed strategy 2 on Tuesday, so today I asked the participant to develop one of the lesson plans done in strategy 2 and role play the activity. I feel that the role play was successful regardless of the number of mistakes.

Unit Teaching

Objectives

Wednesday, 17th - 1:00 - 4:00

1. The participant will be able to ask questions and/or make comments concerning this essential at beginning of session based on material read prior to session.

2. The participant will be able to block plan one week using the unit Transportation.

3. The participant will be able to discuss and demonstrate the concept of a "growing bulletin board."

4. The participant will be able to
   (a) choose a topic for a unit -
   (b) rewrite the concepts in terminology the children will understand -
   (c) put the concepts in an appropriate sequence -
   (d) decide on skill objectives to be taught that would coordinate with the unit concepts.

Strategies

1. Trainer will allow time at the beginning of the session for participant to ask questions and/or make comments. Elaborate on Bulletin Board - Trainer - p. 23.

2. Go over, with participant, exercise on p. 118.

3. Give directions for block planning a week using Transportation unit.
   (a) Participant go through Land section and check off concepts appropriate to use.
   (b) Participant will write on block plan form concepts that would be introduced during a week's time (focusing on Land section only).

4. Participant will use the block plan he develops as a guide for deciding what items would go up on the bulletin board for each concept he has listed. (Trainer may demonstrate on chalkboard this activity, if participant indicates confusion).

5. Participant will demonstrate on chalkboard No. 3 above.

6. Participant will be given instructions for developing a unit using one of his own suggested unit topics from the exercise in this section p. 118 - No. 3. Participant will work through steps a,b, and c - will continue to d if time permits - (see objective 4 of this essential).

Evaluation

Objectives 1,2,3 and 4 a and b were accomplished during this session. The participant began the session by asking for a clearer interpretation of what a unit actually is. He was concerned that he have it clear enough in his mind so that he could correctly explain this to his teachers.

All three trainers provided an explanation using different words but all conveying the same idea. The participant was then able to state what a unit is and its purpose. Essentially what the participant said was that a unit was a plan by which teachers can work on specific skills using ideas and concepts that are familiar and interesting to children and that a teacher could organize her activities around a central theme.

The participant was able to successfully block plan a week using a designated section of the Transportation unit. The trainer provided some assistance in helping the participant select appropriate concepts to begin with. He was able to successfully select those concepts that were appropriate for his particular location and delete the inappropriate ones.

The participant was also able to explain how a bulletin board would correspond to the block plan he developed. The illustration on the chalkboard left something to be desired but was adequate enough so that the trainer felt the participant understood the "growing bulletin board" idea. The participant did not complete the check yourself exercise on p. 118 of The DARCEE Teacher's Guide prior to the session as had been suggested by the trainer. The participant was allowed time at the beginning of the session for him to do this. The participant had trouble sequencing the list of units listed and had to be given suggestions for unit topics in order to complete part 3 of the check yourself exercise. The trainer had to probe for answers from the participant and found it very difficult to help the participant work through the exercises. It is felt that the participant gained little if any value from the exercises.

The participant did a much better job of working through the beginning steps of developing a unit from scratch. He chose the topic "Spring" and was able to list the concepts that would be taught and reword them in terminology children would understand. He did not work through the process of putting the concepts in sequence, but did however discuss and list some skills that a teacher could work on during this particular unit. There was a good deal of discussion during this part of the session on the part of the participant and trainers concerning the concepts to be taught in a Spring unit. This discussion centered around rational for concepts, accuracy of concepts (whether or not baby lambs are actually born in the spring, etc.) phrases and words that would be used to convey the ideas to children (days begin to get longer or it stays lighter longer, etc.). It is felt that the participant will be able to help teachers understand the process of developing a unit, block planning using a unit and the "growing bulletin board." This is taking into consideration that the guidelines are spelled out for the teachers in The DARCEE Teacher's Guide with the exception of the "growing bulletin board." (Concept of the "growing bulletin board" is not explained in The DARCEE Teacher's Guide).

Materials Use and Selection

Objectives

1. The participant will ask questions in regards to the section on Materials Use and Selection in both Teacher's and Trainer's Manual that he needs clarification on.

2. Participant will be able to explain that DARCEE values versatile materials that can be used to develop a variety of skills and attitudes.

3. Participant will be able to select an objective from the "Mini-Monster" and determine which DARCEE materials displayed can be effectively used with that particular objective.

4. The participant will be able to demonstrate clearly the relationship between the objective and the material and the planned use of the material and the objective.

5. The participant will consider and tentatively plan his own strategies for dealing with materials in his school system.

Strategies

1. Answer any questions participant may have on reading assignment.

2. Give participant an opportunity to examine and ask questions about a sizeable collection of materials typically used in a DARCEE classroom with skill cards placed in front of materials. (Special attention of the fact that for one material there can be several objectives - this is indicated on each skill card

3. The participant will select an objective from the "Mini-Monster" and then designate more than one material that would be appropriate for the objective.

4. The participant will write a complete lesson plan using the objective in strategy 3 and one of the materials chosen in same. Role play.

5. The trainers will go over the E'town materials inventory with the participant for the purpose of determining how adaptable those materials are in relation to the DARCEE skill objectives.

Material Development

Objectives

The participants will be able to make completed starter sets of the following teaching materials:

Color Lotto
Shape Lotto
Parquetry Design Cards (Defined Areas)
Dot Lotto I
Dot Lotto II
Cube Pattern Cards
Parquetry Pattern Cards
Single Sheet Pegboard Design Sequence
Sound-A-Like Jars
Willie the Weatherboy (Flannel Set)
Three Billy Goats Gruff

and if time permits.................................

Parquetry Design Cards (Undefined Areas)
Pegboard Design Booklets - Sequence I
Pegboard Design Booklets - Sequence II
Dot Lotto III
Cube - Symbol Cards (Shapes)
Cube - Symbol Cards (Abstract)
Cube - Symbol Cards (Numerical)

Strategies

1. Preparation
   - (a) Locate and organize appropriate work space for use for materials development time. This would include ample table space, space available to organize raw materials for easy access, and space available to store completed materials.
   - (b) Calculate quantity of each raw material needed and obtain. See Appendix B, pp.
   - (c) Provide appropriate-size boxes for participants to store completed materials, and label according to the classroom team.
   - (d) Participant will use his list of materials in his Trainer's Manual to keep track of materials completed.
2. Refer participant to "Raw Materials Needed for Materials Development" for the quantity of each raw material needed per set of teaching materials.
3. Raw materials will be organized for easy access by participant.
4. Trainer will be available to assist and answer questions related to materials development.

List of Recommended DARCEE Materials

Materials Use and Selection

Teacher's Manual

Trainer's Manual

"Mini-Monster"

3 or more tables filled with materials that may be used in DARCEE classrooms

Skill Cards

Lesson Plan Sheet

E'town Inventory of Materials

Material Development

"Raw Materials Needed for Materials Development"

Appropriate quantity of raw materials

Large box for completed materials

Evaluation

(Materials Use and Selection)

1. Participant didn't have any questions.
2. Participant was shown the various materials and given time to go over skill cards. Trainer elaborated on the versatility of the various materials and cited examples of their use. Participant did not comment.
3. Participant chose the first objective listed in the "Mini-Monster" - match red, blue, and yellow. He selected eight materials to go along with the objective and the trainer commented on each choice:

Material	Comments (things to be aware of when chosen material to go with an activity).
Kangaroo Cards	would want to cut down on as many variables as possible when focusing in on a new skill (K-cards involves shape as well as color).

Willie Weatherboy	would be used to review and reinforce matching of color.
Color Lotto	appropriate to introduce skill.
Parquetry Blocks	same as K-cards plus involves positioning - could be used to incidentally review and reinforce objective in conjunction with another objective such as positioning.
Cube Design Cards	would use to review and reinforce objective; could be used to introduce new skill just using cubes.
Pegboard	same as "cube design cards" -
Graduated Shapes	appropriate -
Roulette Wheel	appropriate -

4. Participant was able to write lesson plan fairly appropriately. He chose to use cubes. Results of role play are as follows (star indicates what participant pointed out):

Improvement	Good
*- activity too short	- control of material
- buffer be different	- set standards
- illustrate "in front of" by being model for children	- positively reinforced at first
- needed to continue to reinforce throughout activity (suggestions for lengthening activity were made cooperatively).	- worked through how to positively show a child that the color he was attempting to match was different than the model.

5. Participant didn't have complete inventory of his materials; therefore, this strategy was postponed.

Evaluation

(Material Development)

This session was initiated earlier in the workshop than was scheduled because of availability of time. Participant as well as trainers worked on material development throughout workshop. The purpose for developing materials as such did not seem to be of value to participant from a "learning experience" standpoint. He stated that his secretary would help out when he returned to his local school system and that he would also call upon his materials' center person to assist.

It was pointed out to the participant that these materials were designed with a particular skill objective in mind. The sequencing of the various materials, such as pegboard designs and parquetry block designs, needed to be followed and understood in order for him to be able to implement this particular aspect of DARCEE properly.

One major result of this session was the hope that the participant, by being actively involved in the developing process, would have an understanding of: (1) the materials, (2) skills and attitudes they teach, and (3) how this session might apply to his own teachers' needs. It was difficult to determine from the actions and comments of the participant whether he had acquired such an understanding. Comment must be made at this point that the participant only involved himself in the making of materials on a very limited bases.

Attitude Development

Thursday,
Jan. 18, 1973

Objectives

1. Participant should be able to give specific examples of behavior related to each DARCEE attitude objective.

2. Using a written description of a child's behavior, participant should be able to rate the child's behavior for each objective according to its correspondence with the DARCEE attitude objectives.

3. Participant should be able to describe strategies (teacher behavior, classroom arrangement, use of materials) that are likely to facilitate an individual student's progress.

Strategies

1. Participant should have read the section Attitude Development in the Teacher's Manual prior to session (1-2-3).

2. Participant will complete the Attitude Diagnosis Record using "Tom: A Hypothetical Case." (1-2-3).

3. Participant and trainer will observe classroom looking for child behaviors that indicate certain attitudes and teacher behaviors that facilitate such attitudes.

4. Participant will identify and discuss behaviors exhibited that indicate certain attitudes and teacher behaviors.

Materials needed:

(2) Teacher's Manuals
(2) Attitude Diagnosis Records

Evaluation

Objectives two and three were not met satisfactorily. Participant felt strategy 2 was highly unrealistic since he had no experience in the classroom and would not be entering the classroom as a teacher. So strategy 2 was not attempted.

Objective one was met but not to my satisfaction. Participant was not able to complete strategies 3 and 4 in enough depth to indicate complete understanding of attitude development. For strategies 3 and 4 participant was given a form with children's names from Mary Lukowski's group. Participant was to mark the child on a 1,2, or 3 basis (consistent with Attitude Diagnosis Record form) for each attitude listed. He was instructed to write zero if situation did not give enough information to rate child. Perhaps the number of children (9) were too many for him to focus on. Lack of discussion and questions following the observation indicated lack of understanding or lack of interest.

Participant's rating of two children : -	Jeffery	Keith
Self-esteem	1	2
Self-concept	1	2
Self-control	2	2
Independence	1	0
Trust in others	1	3
Peer interaction	1	2
Sharing/taking turns	1	2
Member of group	1	1
School-type activities	0	3
Delay	0	2
Persistence	2	3
Achievement motivation	0	3

Behaviors exhibited by children indicating some degree of attitude development:

Behavior	Attitude
Pass out napkins	independence - taking turns
Hands in lap till all served	delay of gratification
Following standards	following directions
Very little child/child interaction	initiate interaction with peers
Child/teacher interaction restricted to mechanice of snack	initiate or accept interaction with adults
Clean up after self	independence
Clean table	function without direct teacher supervision
Keeping teacher's attention	share/taking turns
Finish snack	persistence
Finished acceptable product	school type activities achievement motivation

Positive Reinforcement

Objectives

1. The participant will be able to ask questions and/or make comments related to the Positive Reinforcement section of The DARCEE Teacher's Guide.

2. The participant will be able to analyze negative situations and restructure the situations according to the appropriate behavior a teacher would exhibit.

3. The participant will be able to re-word negative statements to form positive statements that a teacher would use in setting standards or correcting a child's behavior.

4. The participant will be able to complete the exercise on page 63-66 of The DARCEE Teacher's Guide.

Strategies

1. Allow 10 - 15 minutes at beginning of session for participant to ask questions and/or make comments.

2. Refer participant to exercise B - p. 156 in A Guide for Trainers of DARCEE Teachers. Have participant verbally re-word negative statements to make positive ones.

3. Refer participant to exercise A in Appendix B - pp. 155-156 dealing with negative situations. Allow participant to read and discuss these situations - alternative strategies for teachers.

4. Refer participant to check yourself exercise, pp. 63-66 in DARCEE Teacher's Guide. Participant will fill in the blanks where specified for situations 1-6.

Role Play if time permits -

Steps for handling disruptive behavior:

1. Set standards
2. Re-set for child - be motivating
3. Remove material. Reinforce others
4. Remove child and chair - be motivating
5. Remove to bathroom or other isolated area

Objective I - Evaluation

The participant had no question concerning this section but did make some comments. He said he felt he understood this essential even though he had not read the section. He felt he had gained a good understanding from the guided observation sessions prior to this session even though the observations did not specifically focus on Positive Reinforcement.

Objective 2

Objective 2 was accomplished to some extent. The participant was able to discuss each situation only after continuous probing and suggestions from the trainer. The participant also did not write out strategies in his manual as was suggested by the trainer for his own use during the E'town preservice.

Objective 3

Objective 3 was not adequately met. The participant had a very difficult time rewording the list of statements into positive terms. This was also done verbally. The participant made no attempt to write the re-worded statements down. It became apparent that the participant did not have as indepth an understanding as was needed to do the exercises.

Objective 4

Objective 4 was met with more success than the other 3 objectives. The trainer felt a need before beginning this exercise to go over some reinforcement principles with the participant based on his lack of adequate output during the session. The trainer and participant went back through the manual and underlined the main points in this section. The trainer elaborated and gave specific examples. The participant did fill in the blanks for this exercise after trainer again suggested he do so. He was able to come up with most of the specific standards to be set and behaviors to be reinforced on his own for each of the items listed.

Parent Involvement

Friday,
Jan. 19, 1973

Objectives

1. Participant will be able to discuss reasons for a parent involvement program for his classrooms.

2. Participant will be able to outline steps for implementing a parent involvement program.

Strategies

1. Participant should have read section on Parent Involvement in The DARCEE Teacher's Guide prior to session.

2. Ask participant to discuss reasons (DARCEE or his) for a parent involvement program.

3. Ask participant to outline a program of parent involvement utilizing available resources.

4. Use True-False Quiz.

Evaluation

I felt neither objectives met to a degree of acceptability. Participant was very hesitant to discuss possible answers to implement a parent involvement program and preferred to wait till he met with a social worker involved in one of the schools.

Conversation indicated participant not comfortable planning a skeleton parent involvement program.

Teacher Preparation

Objectives

1. Participant will be able to write objectives in behavioral terms.

2. Participant will be able to develop a block plan and explain the reason for, nature of, and procedures recommended for developing them.

3. Participant will be able to write a lesson plan based on an activity in his block plan.

4. Participant will be able to execute planned activity.

5. Participant will be able to evaluate activity following role play.

Strategies

1. Go over the "Check Yourself Quiz" and discuss necessary items in the section.

2. The participant will make out a block plan for one week, using Section C of the DARCEE's Resource Unit Guide: All About Me. (A review of how block plans are made will be gone over first by trainer).

3. The participant will plan one activity using one of the concepts listed on his block plan and write out a lesson plan. (Participant should use a related material which is on display).

4. The participant will role play the planned activity using the trainers as "children."

5. After role play the participant will independently evaluate activity (not necessary to write this out) and then the trainers will respond to his evaluation.

Materials: Block Plan Forms
Lesson Plan Forms
Teacher's Manual
Trainer's Manual
Resource Unit Guide: All About Me
Relevant Materials Display
"Mini-Monster"

Evaluation

1. Participant was able to identify the "behavior objective" statements in the quiz. He was given time during the session to rewrite the non-behavioral objectives so that they would be in behavioral terms - he accomplished this.

2. The participant spent time and effort in developing his block plan. In addition to going over general guidelines for developing a block plan, it would have been helpful if the trainer had given a specific example of a large group and a "follow-up" small group. His block plan for one week was well done. Mention was made in regards to one of his selected free choice items - painting; this item should be brought out on enough consecutive days in order for every child to have a turn that wants one.

3. The activity the participant chose was "introducing circles and squares.' He used the graduated shapes for his material.

4. This time the role play - trainers being students - was executed as realistic as possible. The trainers reserved commenting until the role play was over.

5. The participant felt good about the role play. He handled the material, standards, behavior very well. Some elaboration was done by trainers and participant as to alternate ways the activity could have gone and different ways it could have come to a close. Time was spent discussing methods in handling specific behavior incidents the trainers "set up" during the role play. The participant exhibited good knowledge of positive reinforcement and attitude development.

Side line comments during this session:

The participant was asked his opinion of the order of the essentials as listed in the manual in comparison to the order the trainers presented them. He said that he would leave the "Teacher Preparation" at the end as the trainers had done, but that he would move "Positive Reinforcement" closer to the beginning.

Julia brought to his attention, in regards to the mechanics of observation, that he would not be able to comment to his teachers while observing in Louisville because of the physical arrangement of the classroom. Therefore, he'll have to prepare his teachers for what to look for during the observation session.

Classroom Observation and Participation Phase of Training

Jan. 24-26, 1973

Objectives

1. The participant will be able to select appropriate skill objectives for one small group and one selected free choice activity using selected materials.

2. The participant will be able to plan and write, in detail, lesson plans for the above 2 activities.

3. The participant will be able to role play each activity prior to implementation in the classroom.

4. The participant will be able to implement the above 2 activities with a group of children in the classroom and evaluate them following implementation of each.

5. The participant will be able to maintain control of a group of children, set appropriate standards and reinforce for appropriate behaviors during snack and lunch time.

6. The participant will be able to execute smooth transitions with a group of children from large group area to small group tables, from S.F.C. to outdoor play into bathroom - handwashing routine in preparation for lunch and from lunch to naptime.

7. The participant will be able to function appropriately in the role of assistant during large group instruction.

Strategies

1. Materials will be selected for both the small group and the S.F.C. activity by Kathy. The participant will sit in on planning and evaluation Wednesday afternoon to get input from Kathy concerning the materials he will use, what group he will be working with, any possible problems he may encounter with particular children during his classroom experience.

2. The participant will be provided with lesson plan forms to complete. Trainers will provide assistance where needed, making sure participant does not omit details that will affect the success of his activity. The participant will then role-play the activity with trainers in the classroom after children have left for the day.

3. Thursday morning the participant will go into the classroom for snack time, large group (acting as assistant) and first small group activity. The participant will again participate in the planning and evaluation session, evaluate his performance and receive material he will use during free choice on Friday.

4. The participant will go through the same process in preparing for his second day of classroom experience as was done with the first day. The participant will evaluate his performance with the staff and trainers after the participation. Second day classroom participation will include participation in selected free choice, outdoor play, lunch (without the teacher) and initial procedures for naptime.

Evaluation

Objective 1 - Participant successfully met objective 1.

Objective 2 - Participant successfully accomplished objective 2.

Objective 3 - Participant did role play the activity (with little enthusiasm, but I suppose role play with adults is difficult for some people).

Objectives 4,5,6,7 - Participant did a beautiful job in the classroom. One incident during structured small group relating to (1) control of materials and (2) child not following standards was the only deviation from a perfectly executed activity.

All four strategies were followed as stated.

RECEIVED
MAR 26 1973
NATIONAL COORDINATION CENTER

Report on Workshop in Elizabethtown, Kentucky

Dates: 2 afternoon sessions 2/2/73 and 2/5/73 included in previous report
(no observer present).
6 days - 2/9/73, 2/12 - 16/73 (observer present).

Trainer: Mr. Wayne Puckett, Assistant Superintendent of Elizabethtown Schools

Participants: Morningside School - Mrs. Vermillion - Lead Teacher
Mrs. Thurman - Assistant Teacher

Valley View School - Mrs. Vaughn - Lead Teacher
Mrs. Lacy - Assistant Teacher

Mrs. Monin - a "teacher-to-be" of DARCEE, presently 1st grade teacher.

Observer: Sue Claxton, DARCEE

Overview of Report

I. Outline of workshop schedule.

II. Objectives and strategies of each session as trainer planned with indications of ongoing changes made during the workshop in regards to original plans.

III. Comments by observer following each session.

I. Workshop Schedule (as outlined by trainer for teachers)

Friday - 2/9/73

7:45	Coffee
8:00	Introduction and Orientation
9:30	Break
9:45	Grouping and Scheduling
11:30	Lunch
12:30	Physical Setting
1:30	Positive Reinforcement and briefing for classroom observation
3:15	Dismiss

Monday - 2/12/73

8:00	Classroom observation - Louisville/Southwick Elementary School (all day).

Tuesday - 2/13/73

7:45	Coffee
8:00	Role of the Teacher
9:30	Break
9:45	Skill Development
11:30	Lunch
12:30	Skill Development
1:30	Materials Use and Selection - role play
3:30	Dismiss

Wednesday - 2/14/73

7:45	Coffee
8:00	Attitude Development
10:30	Break
10:45	Unit Development
1:00	Teacher Preparation
3:15	Briefing for classroom observation
3:30	Dismiss

Thursday - 2/15/73

8:00 - 11:30	Classroom observation - Louisville/Southwick
1:30	Feedback on observation
2:00	Materials development - role play
3:15	Dismiss

Friday - 2/16/73

8:00 - 11:30	Participation and evaluation
11:30	Lunch
12:30	Long range planning
3:15	Dismiss

II. Objectives and Strategies of each Session

III. Comments immediately following each Session by Observer

Lesson 1 - Introduction and Orientation

Objectives: Teachers will be able to state in their own words each of DARCEE's essentials as they are summarized in the presentation.

Strategies: 1. Teachers will read the eleven DARCEE essentials. Teacher's Guide - and show filmstrip.

2. Questions.

Materials: Note pad and pencil - slides - projector - screen.

Comments by Observer on Lesson 1

Time allotted to look over (in some cases this was probably a review) essentials wasn't apparently needed. Trainer didn't let this drag out and proceeded with the DARCEE overview. In addition to the script, the trainer made appropriate elaborations; for example, he made a point about the physical setting and that things "go - up" in the classroom as they are meaningful to children. Emphasis was also given to parent involvement by trainer and that this particular aspect of the model would be implemented in part with the joint cooperation of the principals, social workers, and other appropriate staff members (the organizing and initiating of this would take place sometime after the workshop.

It was evident that the trainer had not gone over the slides in advance because some were out of place and one or two seemed to be missing. However, he was familiar with the script. This slight descrepancy in the preparation did not alter the effectiveness of the presentation.

The trainer re-scheduled the morning break from 9:30 to 9:00 in due of the fact that the "introduction - orientation" did not take as much time as had been anticipated. It is important to remember that some of the items that would have been covered in this session were handled earlier in the 2 previous afternoon sessions are not mentioned specifically in this report.

Lesson 2 - Grouping, Organization, Use of Time, and Physical Setting

Objectives: Teachers shall be able to design their classroom, assign students to groups, and plan a daily schedule using the following principles relating to the DARCEE essentials on pages 62-63 of the Trainer's Manual.

Strategies:
1. Participants should read in Teacher's Guide portions devoted to "Grouping", "Organization and Use of Time", "Physical Setting" (pp. 11-32) and complete the "check yourself" exercise on pp. 29-32.
2. Participants will be asked to take a moment and check their answers to the "check yourself" exercise by comparing their answers to those in the appendix. - Discuss items which participants missed - reasons to support correct answers.
3. Grouping - Teachers will divide their children into two small groups on the bases of ability and social economic factors. ?
4. Scheduling - Explain hypothetical schedule by using chalkboard. Then the teachers will develop a schedule for their classrooms (pp. 130-132).

5. Physical Setting
   a) Small groups - teachers will specify in what ways the arrangements deviate from DARCEE principles and practices. Introduce activity by using page 64 in Trainer's Manual.

   b) Go to classroom and discuss how it deviates from DARCEE classroom - make a drawing showing what your classroom will look like when the DARCEE program is implemented for:

      large group
      small group
      selective free choice

6. Materials - Different floor plans
   Schedule forms
   Teacher's Manual
   Teacher's Schedule
   Floor plans of our classroom

Comments by Observer on Lesson 2

On the check yourself quiz, the trainer spent some time elaborating on #9 concerning classroom being bare at the beginning of the school year. Trainer pointed out, in reference to #14 on page 30 regarding assistant taking a "smoke break" during large group, that a major contributing factor to the success of the model was the role the assistant filled and the necessary teamwork involving the lead teacher and her assistant.

One teacher commented that it would have never occurred to her to arrange the children in their small groups so that the children in one small group would not be facing the children in another small group. This was in reference to classroom A on page 31.

During the "grouping of children" exercise, the trainer was sensitive to the ability levels of the participants. The lead teacher at Morningside was absent, so the trainer paid special attention to her assistant asking appropriate questions about her children in order to help her group the children logically. Trainer suggested to the Valley View team to let the assistant work with the easier of the two groups to start off with.

While the participants were working on the schedule for their classroom one teacher asked, "Does small group follow large group - what about snack time?" Trainer replied that it would depend on the individual school's schedule and that the team may need to consult their principals if they needed to rearrange snack and/or lunch time. He then related how the schedule was handled in Nashville.......referred to flexible and inflexible times in the day according to particular school, consider these first and then take DARCEE time blocks and "fit them in" keeping the sequence in line.

On the part pertaining to length of large group and small, there was a slight misinterpretation. The trainer had the participants planning schedules that had small groups lasting 30 minutes. I have a possible reason, purely conjecture, why the schedule was handled this way by the trainer: the kindergarten program presently has a language program that is presented to the children in 30 minute time blocks - therefore the children are atuned to this length of time.

In discussing the teachers' classroom at Morningside, one item that was not mentioned was having things on the children's eye level. Things that were gone over included: storage space, unnecessary furniture in room, bulletin boards, places to have large group - small group.

(See not commenting on whether T's mastering objectives)

Lesson 3 - Positive Reinforcement

Objectives: 1. Teachers will be able to explain clearly in their own words the following DAPCEE prescriptions and assumptions about behavior modification (pp. 91-100 in Teacher's Guide) a,b,c,d on pages 77-78 (note by observer - these pages don't coincide with lesson).

2. When presented with real or simulated situations which are instances of items a - d in #1 above, the teachers will be able to suggest teacher responses that are appropriate in the leaflet of DAPCEE prescriptions (pp. 54-61).

Strategies: 1. Read lesson 6 exercise A, ask if any questions, go over exercise.

2. Exercise B - Each participant will restate each negative response in writing in positive terms.

3. Each team will complete and discuss thoroughly each situation on pages 63-66. Group discussion.

Comments by Observer on Lesson 3

The session began on schedule. Trainer passed out copies of situations and then instructed the teachers to work on them in teams (these were the situations in exercise A of the Trainer's Manual). Some discussion in response to question by participant, "Don't you kind of direct the children during selected free choice?" Trainer appropriately answered. Trainer showed evidence of a good understanding of positive reinforcement and guided teachers toward appropriate responses themselves. In the exercise on page 156 of Trainer's Manual concerning negative statements, the trainer had the participants to work on this independently. Teachers worked as team on exercise in Teacher's Manual.

How did they do?

Are T's learning what objectives recommend?

Briefing for Observation

Things to look for in the classroom in Louisville:

1. Positive reinforcement
2. How did they handle behavior problems
3. Grouping
4. Physical Setting
5. Schedule
6. Planning and Evaluation

Trainer made reading assignment on the essentials that would be presented on Tuesday. The trainer was not able to go to Louisville to observe with the participants on Monday. Each participant was given a copy of the "guidelines" for planning and evaluation taken from the text to have to go over before Monday's observation.

A closing announcement for the day's session concerned "Materials Development". The trainer told the participants that raw materials would be available on Tuesday in order to proceed with that essential as time permitted.

Feedback on Observation day afterwards (comments on group discussion).

One of the lead teachers in Louisville, Carol Porter, pointed out that it might be hard to start with positive reinforcement in the middle of the year. Trainer proceeded to ask questions relevant to the DARCEE essentials. The participants seemed to get alot out of the observation. (It is apparent to me at this time that Mrs. Vaughn and her assistant are extremely sharp in focusing in on the essentials and work very well as a team). ?

After feedback trainer had participants go over exercise, page 63, from Friday's session on positive reinforcement. Participants seemed not to have any trouble with this exercise. Good!

Lesson 4 - Role of Teacher

Objectives: 1. Participants shall state that in the DARCEE program both lead teachers and assistant teachers are responsible for planning, implementing, and evaluating instructional activities.

2. Participants shall be able to sort a set of tasks into those typically done by:
   a) lead teachers primarily
   b) assistant teacher primarily, and
   c) both lead teacher and assistant teacher

Strategies: 1. Read lesson in Teacher's Guide and answer the check yourself text.

2. Pictures of DARCEE classroom. Ask "In what way is this picture like or unlike DARCEE?"

3. Discuss smooth team operation p. 71 (Trainer was referring to last paragraph on this page in Trainer's Manual).

Materials:

Cartoons on pp. 143-44 in Trainer's Manual.

Comments by Observer on Lesson 4

Trainer handled this session very well. Made a point, about #8 on page 39 of Teacher's Guide, that the lead teacher was legally responsible for school records for administrators.

In regards to the cartoons in the Trainer's Manual, trainer discussed with participants alternative ways within DARCEE to handle transition times. He stressed that teachers needed to keep eye contact for things to flow smoothly especially in regards to transitions.

Trainer read aloud the last paragraph on page 71 of Trainer's Manual. He related to the participants how the teachers in Nashville planned and evaluated and how they made the most use of their time.

What learned?

Lesson 5 - Skill Development

Objectives: 1. Teachers will be able to classify instructional activities as matching, recognition, or identification according to the kind of student responses required.

2. Teachers shall be able to supply additional examples of matching, recognizing, and identifying activities.

3. Using the sequencing principles teachers shall be able to find appropriate objectives in A Sequenced Guide for Recording Children's Progress, and write a brief lesson plan that describes the materials and instructional activities the teacher would use to accomplish the objectives and then role play this lesson. (The trainer later decided not to role play until "Materials Use and Selection" session which follows this session because of time shortage).

Strategies: 1. Read Teacher's Guide and answer check yourself quiz.

2. I will give an overview of skill development and discuss the check yourself exercise.

3. Review "Mini-Monster"

4. Go over lesson plan format and make a lesson plan with input from the participants for one of the hypothetical situations.

5. Participants will develop a set of lesson plans.

6. Role Play (postponed until next session).

Materials: Lesson plan formats

Materials used in classroom.

Comments on Lesson 5 by Observer

The trainer competently handled this session. One slight problem with exercises on pages 82-83 of Teacher's Manual involved example "L". The trainer at first approved of an inappropriate answer. Perhaps if abbreviated answers to such exercises could be provided in the Trainer's Manual it would save time and confusion.

Both teams worked with Materials Manual as well as the "Mini-Monster" in writing their lesson plans. Lesson plans were written in behavioral terms. The participants didn't appear to have too much trouble with this aspect after the trainer explained it to them.

At the end of this session, the trainer told the participants that they would role play their activities that afternoon. Then on Friday, they would do a lesson plan activity with their own students. He suggested that in the meantime they should be thinking about how to handle the mechanics of it.

Lesson 6 - Materials Use and Selection

Objectives: 1. Participants shall be able to recall and explain the following notions relating to the essential of Materials Use and Selection:
- a) Materials are selected and used to facilitate the accomplishment of DARCEE's cognitive and attitude objectives with children.
- b) Materials especially valued by DARCEE are clearly related to the particular concepts being taught, are versatile in the sense that they can be combined with other materials to develop more complex skills.
- c) DARCEE teachers are expected to take an active role in choosing or developing materials to be used in their classrooms.

2. Participants shall be able to select and verbalize one or more objectives to be accomplished, the materials to be used, and the manner in which the materials will be used to accomplish the objective. They should demonstrate clearly the relationship between the planned use of the materials, and the objective.

Strategies: 1. Examine materials.

2. Participants will decide upon a single objective as they focus for a lesson plan and elect materials to be used.

Materials: Tables of DARCEE materials.

Comments on Lesson 6 by Observer

A slight misconception of materials and their corresponding activities came to my attention in this session. The participants were instructed by the trainer to choose an objective and then select an appropriate material to go along with it. Then plan an activity writing out in detail the lesson plan and consider this to be the first time the children will have used the material. The trainer assumed that this would be a skill oriented activity based on one of the cognitive objectives listed. However, through an oversight, there is no statement or reference to the initial handling of new material with children in either manual (Teacher's or Trainer's). This is elaborated on in the revision plans.

The rest of the session went relatively well. The trainer decided that the participants should delay a week in starting the program in order to give them additional time to plan and organize.

During the role play, that was originally scheduled after skill development, the trainer was sensitive to each participant's level of competence. Each participant's "turn" at role play was a good experience and not an embarrassing one. The role play not only served to practice conducting a planned activity, but it lent itself to several discussions as to how to handle behavior in a positive manner (the trainer during role play exhibited inappropriate behavior).

How did T's do?

Lesson 7 - Attitude Development

Objectives: 1. Teachers should be able to give specific examples of behavior related to each DARCEE attitude objective.

2. Using a written description of a child's behavior, teachers should be able to rate the child's behavior for each objective according to it's correspondence with DARCEE attitude objectives.

3. Teachers should be able to describe strategies that are likely to facilitate an individual student's progress.

Strategies: 1. Read lesson in Teacher's Guide and do the check yourself exercise.

2. Explain the Attitude Diagnosis Record.

3. Use Tom's hypothetical case and use the activity on page 92 in *Trainer's Guide*.

Materials: *Teacher's* and *Trainer's Guide*.

Comments on Lesson 7 by Observer

In response to a question from a participant, the trainer effectively explained the difference between self concept and self esteem. He related some of the attitudes to specific situations with some of the children in the DARCEE classroom. Then he got the participants involved in a discussion about some of the children in their classroom from an attitude standpoint and how to foster certain attitudes.

Participants were instructed to work on Tom's case as a team. One asked the trainer the purpose and frequency of keeping an attitude record! The trainer limited his response to the latter part of the question: "it should be kept periodically - not every day - perhaps 3,4,5 times a year - depends on student".

There was no observable feedback given to the participants on the exercise done with "Tom". — How did they do?

Lesson 8 - Unit Development

Objectives:
1. Participants shall be able to explain correctly the main features of the unit approach, including when units are taught.
2. Participants in teams shall be able to plan a sequence of activities organized around a common theme. The sequence need not include all details, since they could be added later.
   - a. Several days of activities should be specified - 1 week
   - b. The activities should be organized about a common theme.
   - c. The activities should be related to specific DARCEE objectives
   - d. The activities listed differ from one another, providing variety.

Strategies:
1. Participants will read the unit approach in the *Teacher's Guide*.
2. Each team will discuss part 1 of check yourself exercise.

3. Part 2 check yourself exercises. Go through those directions showing them how they can use All About Me and A Sequenced Guide for Recording Children's Progress. After they complete discuss one plan.

Materials: Resource unit guide: All About Me
Mini-Monster
Teacher's Guide
Block schedule form

Comments on Lesson 8 by Observer

The following are rhetorical questions the trainer asked during this session:

"When do you teach units?"
"How long are units?"
"What topics do they deal with?"
"What do we mean by block plan?"

(The trainer provided an answer by way of a brief explanation and then the participants followed the directions on page 119).

While participants were working on their block plan the trainer made a good point of selecting skills to use and not to use everyone. He related that when he was in Nashville he misunderstood and tried to fit everything into "that" block plan. Another thing he advised was that "you" as a teacher have to determine which concepts you will teach from the resource unit. The participants got confused about concepts from the unit and which skills necessary to develop concepts.

Could they do a unit?

This session lasted 2 hours longer than the trainer had allowed for. One team, Valley View School, were functioning very well as a team and moved along quicker than the other team. The other team from Morningside was at a disadvantage in that the lead teacher had been sick for some time and still wasn't feeling well. Secondly, her assistant admitted to me that she didn't think she would remain with the program because of the added demands the "model" required of the assistant!

Lesson 9 - Teacher Preparation

Objectives:
1. Teachers will be able to describe the reasons for and the nature of each component be the P-I-E cycle.
2. Teachers will be able to write lesson plans that include clearly worded behavioral objectives (derived from A Sequenced Guide for Recording Children's Progress and appropriate teaching procedures and materials.

Dal I acquired all of this was done earlier, probably with competence.

3. When presented with a list of behavioral and non-behavioral objectives, teachers will be able to label each objective according to whether it is behavioral objectives in order to make them behavioral.

4. Teachers will be able to explain:
   a. The reason for block plans
   b. The nature of block plans
   c. Procedures recommended for developing them

Strategies: 1. Read lesson in Teacher's Guide and answer check yourself exercise - discussion.

2. Begin this activity by dividing the groups into teams. Each team will make out a block plan for one week, using section C of the DARCEE's Resource Unit Guide; one that they choose, demonstrate how block plans are made. Teachers will prepare a block plan that they will use the first week. - Next each team will plan an activity using one of the concepts listed on their block plan. - Write a lesson plan for the activity they have chosen.

Buffer:

Role Play???

Evaluate

Materials:
Block plan forms
Lesson plan forms
Teacher's Guide
Resource unit they will use during the first week
Materials display

Comments on Lesson 9 by Observer

A question about how to use the "buffer" was asked the trainer. Trainer gave appropriate answer and elaborated upon it.

The trainer had the participants to select a unit that they would want to begin with in their classroom and then prepare a block plan. After block planning, participants were instructed to select one activity from their block plan and write out a lesson plan with the intentions of role playing it and then using it Friday with their children.

Briefing for Observation in Louisville (Southwick Elementary)

The participants rode in the car with the trainer to Louisville. Because of shortage on time, the briefing took place "en route". There were six things the trainer specifically mentioned to the participants to notice:

1. Role of Teacher
2. Skills
3. Materials
4. Attitude
5. Selected Free Choice
6. Small Group

Feedback on observation was handled incidentally on the way back to Elizabethtown and over lunch. The participants had an opportunity from both times in Southwick to see each class. They compared the two classrooms to each other and to the "model". Their conclusions were fairly accurate as far as determining how the classrooms were like DARCEE and how they varied from DARCEE.

gd

The block plan from "Teacher Preparation" carried over into "Long Range Planning". As the participants worked on their block plan, the trainer moved around to assist individuals. Then they each wrote out a lesson plan on one of the activities from the block plan. The trainer made comments about things to be considered in planning an activity: the objectives are what children are going to do, the activity is how the children are going to do it, standards are set for behavior and for handling of material, a buffer is different from the planned activity and is something already familiar to the group - it is planned for the total group.

Briefly, each participant went over final lesson plan with the trainer. There was no time to role play activity before the participants were to do it with the children the next morning in their respective classrooms.

The activities were well planned and organized. With the Morningside team participation, both teachers did better than average in setting standards, reinforcing, pacing the activity. Evaluation by team was objective. The lead teacher had a slight problem with attention, but she realized it was more related to the inappropriateness of the material than her instruction. ? At Valley View, one slight problem was due to the fact that the team hadn't planned on how to close their activities simultaneously and consequently - it lasted too long. Other than that, their experience was successful. The evaluation time was spent on "how to go about" closing an activity and being in tune with the other group.

The afternoon session was devoted to long range planning. Block planning was to be done for the first two weeks and lesson plans completed for the first week. The trainer suggested that the participants go over "Helpful Hints" in the manual before starting DARCEE in the classroom.

I left before the last session was completed because of prevailing weather conditions. My overall reaction to the workshop was a good one. The trainer felt good about it and so did the participants. There was an air of interest and committment on the part of the Elizabethtown people.

Yet one A.T. said she could quit. & how DMC writes Mrs. G. is vs. DARCEE

RECEIVED
JAN 02 1973
NATIONAL COORDINATION CENTER

LOUISVILLE INSERVICE REPORT
NOVEMBER 29 - 30, 1972
ENGELHARD SCHOOL
DARCEE TRAINERS: Sue Claxton, Carolyn Marsh, Julia F. Stinson

NASHVILLE: Dr. Paul Dokecki - present 2nd day

LOUISVILLE: Bettie Taylor, Dr. Ben Harrison - present 2nd day

ST. LOUIS: Dane Manis

INSERVICE SCHEDULE - OUTLINE

	Wednesday - November 29		Thursday - November 30
A.M.	Sequence of Units - Bulletin Board Development -	A.M.	Sharing of Ideas - Bull Session - Use of Mini-Monster -
P.M.	Planning & Evaluation - Attitude Development -	P.M.	Role of Teacher - Parent Involvement -

Sequence Units for rest of year -

I. Put DARCEE units in order

II. Plan specifically for Dec. 1 - 15 (Christmas Holidays)

III. Plan generally for Jan. 2 - June 8 (one week off for Easter in April)

Participants present:

Geneva Weber
Pam Raven
Myrtle Ball
Larry Saltzman
Bertha McDaniels
Yvonne Abel
Don Hill
Helen Williams
Ann Simmons
Mary Bruce
Anne Brookes
Iva Melton
Susan Wright
Shawn Johnson

Tina Stevens
Jean Mudd
Julie Koff
Marie Trice
Janice Irvin
Gale Jones
Margaret Lee
Sandy Kessler
Dane Mannis
Bettie Naylor
Sue Claxton
Carolyn Marsh
Julia F. Stinson

IV. Groups shared long range plans

V. Put together concepts for a written unit

A growing Bulletin Board -

1. Unit is initiated in large group

2. The concept in the unit is introduced in large group (activity built around concept)

3. Follow up in small group

4. 1st day - skeleton
   2nd day - lungs
   3rd day - circulating system - heart
   4th day - digestive system - stomach

Prepare bulletin board to correspond with block plan on page 126, Teacher's Manual.

Each team shared their ideas with total group. - Late arriving from lunch: Don, Bertha, Shawn.

Planning and Evaluation - Carolyn

PIE - cycle as essential as other essentials.

Daily lesson plans must be written before activities are executed.

Block plans need to be planned and written down prior to the week they are taught.

Defined block plans:

1. variety of skills
2. variety of activities
3. variety of materials
4. variety of seating arrangement

Define purpose of S.F.C.

1. Make meaningful choice with limited alternatives.
2. Help children develop persistence, independence.
3. Make sure materials allow for choices.
4. Set standards prior to initiating activities.

Defined variables to be evaluated at end of day: Write a week's block plan for Christmas unit.

Day 2 -

Sharing Ideas:

Helen Reutlinger -

Periodical - Early Years - reference for pre-school teachers thru third grade teachers idea - how to do "Twelve Days of Christmas"

Susan Wright -

Litter Monster - campaign to keep room clean - motivating idea to keep room clean.

Geneva Weber -

Use cereal boxes (cardboard boxes) - use as planning box to store next week's materials.

Julie Koff -

Ideas for transition time - motivational techniques - incidental learning focus on some/none.

Janice Irvin -

Shape and Color Bingo - Small group activity.

Jean Mudd -

Large chart with colors on it - small squares of construction paper to match. Green, red, blue, purple, brown, black, white, orange, yellow. Covered plastic orange juice jar with tissue paper - Xmas ornament children can make.

Tina Stevens -

Police game - describe individual children - let other children guess who it is.

Math game from Kress store - teacher made

numeral mat - match, recognize, identify
number line - match, recognize, identify
Set - numeral game
Name tags covered with contact paper - trace over name with crayon - will wash off.

Anne Brooks -

Transition from large group to small group tables - old camera - take children's picture.

Feely Bag - same/different
Paste & paper - figure of man with basic shapes
Dennison Seals - likeness/difference
Letter to parents on ELS

Mary Bruce -

Wet balls - saves time for hand washing time - lunch trays - clear plastic - make pictures - crayon cup made from styo foam soup cups.

Ann Simmons -

Holiday Lotto - matching with sticker seals - counting clown - flannel - add or take of buttons - for counting.

Larry Saltzman -

"Indians" - "Feathers" - tells a story using gestures and motions - children follow.

Myrtle Ball -

Photos of child - name tags - match, recognize, identify names - use in large group.

Yvonne Abel -

Number line - recognize 1 - 10 - use as a motivational gimmick for transition to S.F.C. - Singing songs for jr. high.

Don Hill -

Cuisonnaire Rods - color/shapes/length - clap game - identify objects in environment.

9:30 - Bull Session -

Lesson Plans - Pam Raven

Constructive criticism - Janice Irvin

Mini-Monster - Ann Simmons

I. Lesson Plans -
Sue - Major reason for lesson plan:

DARCEE is:

1. Detailed model -

2. Technical model -

3. Awareness of each child from a skill, attitude, social development -

4. Detail of procedure depends on the competency of the individual -

5. Provides a basis for evaluating the entire day -

6. Bettie- writing plans down classifies it in mind -

7. Lesson plans help you focus on skill objectives first -

8. Bettie- suggested teachers read Weikart Study and Louise Miller Report -

II. Constructive Criticism -

A need to be sensitive - be sure to positively reinforce for the good we see - Julie - not sure of Betty's role - not a trainer but a resource person.

Ben Harrison - Difference - role has changed - Betty's and consultant's role same.

Pam Raven - can't find any justification for doing lesson plans.

Mary Bruce - felt the paraprofessional is being put down by professional - need to focus on doing a good job for children - need to get into a job before you start tearing apart.

Jean Mudd - supportive of program - try it for a year.

Yvonne Abel - it's like an experiment - if you change it you mess it both up.

Ann Simmons - don't like being criticized in a negative way.

Mini-Monster -

Use mini-monster as a planning guide - in a week's time, be sure you have chosen several skill objectives from each major heading (I Basic Concept Development, II Visual Skills, III Auditory Skills, IV Language Development, V Small Motor Coordination).

Then went into talking about which skills needed to be sequenced thru a number of sections in the mini-monster.

When do you know the child knows it? When do you mark it in the mini-monster?
Use mini-monster as a record keeping system during block planning for a guide.

Concept of evaluation: teacher knows where to go from there (Paul Dokecki

Role of Teacher - Motivation techniques - Susan -
Julie -
Tina -

Generalizations: 1. Exaggeration, 2. enthusiasm, 3. game approach, 4. facial expression.

Transition time:

Line leader - consistent -
Naptime
Lunchtime - incidental learning

Game: - red light - noisy
green light - quiet
yellow light - in-between

Helpers in room helps build independence.

Indoor Play:

- circle games
- rhythmn records
- a second S.F.C.
- moveable O.D. equipment
- calesthentics
- dance to up-to-date records

Substitute plans for substitute teachers - whoever is still present needs to do the lead teacher bit. Star substitute: Nancy Ray, Florence Saltzman.

Role of Teacher: - no comments from participants.

Parent Involvement: - Bertha McDaniels/Iva Melton.

Evaluation of Louisville Inservice

First Day -

Sequencing Units -

Participants were slow in understanding the purpose of this session, but by the end of the exercise most of the people got the grasp of the content. Some classroom staffs required more assistance from the trainers than others in proper sequencing of the units and appropriate topics for additional units. All center staffs worked together with the exception of Helen Peutlinger and Margaret Lee.

Bulletin Board Development -

Each team showed evidence of understanding this concept.

Planning and Evaluation -

Participants understand this essential. For the most part it was a review for those centers not implementing it 100%. On selected free choice there is some question in the trainer's mind as to whether participants completely understand the purpose of this essential.

Attitude Development -

The trainer was not completely prepared for the session. The participants still don't see attitude development as an integral part of the program. Teacher behavior toward the child as having an effect in behavior changes being important and effective is not in some instances valued as a critical aspect in teacher - child relationships. Time allottment for the session was not adequate.

Implication for Future Training

Sequencing Units -

There's evidence of a need at some point in training, preferrably in preservice, for the trainers to actually go through the process of developing a unit.

Bulletin Board Development -

Preservice needs to be more specific with helping the participants understand relationships between a "growing bulletin board" and unit. There needs to be a slide sequence to illustrate the above concept.

Planning & Evaluation -

The importance of a daily staff planning and evaluation session is not taken seriously by some participants. Future presentations of this essential may need to be stronger than in the past. Note may need to also be made of the method used in staff selection having bearing on teacher motivation to implement the model.

Evaluation of Louisville Inservice

Second Day

Sharing of Ideas -

Each team shared one or more ideas. Many participants took notes in an obvious effort to use some of the ideas presented.

Bull Session -

Underlying frustrations since the preservice surfaced during this session. Two major concerns were justifications of daily lesson plans and constructive criticism. Daily lesson plans: a majority of the participants were opposed to' writing daily lesson plans. Some of those opposed openly implied that they did not see the writing of the daily lesson plans making a difference in their ability to effectively implement the model. Other participants made an effort to counteract the opposition by making statements involving the following issues: 1. rationale for written lesson plans, 2. importance of adhering to the experimental design, 3. teachers should be conscious of the overall objectives of the program; the objective is to help children succeed in school, 4. writing lesson plans is a minor issue in comparison to the ultimate goal - prevention of failure in the primary grades.

Constructive criticism: This issue was initiated by the misunderstanding of Bettie's role - resource person as opposed to consultant (trainer). Statements made by Dr. Harrison clarifying Bettie's role satisfied the participants. Some teachers voiced their anxieties toward constructive criticism and evaluation, per se, however the intent of such observation - feedback by trainers and Bettie was clarified. This clarification of constructive criticism is directed toward proper implementation of the model and not teacher competency.

Use of Mini-Monster -

The participants understand the use of it as a record keeping system, however, whether or not the teachers will use it as a planning guide remains to be seen.

Role of Teacher -

The process of having teachers display motivation techniques was a good and effective strategy. Teachers were able to see some original techniques for motivating children. Coming from their peers, this had more impact than if these same techniques had been demonstrated by trainer.

Evaluation of Louisville Inservice

Role of Teacher -

There was no comment from participants regarding transition times, nap time and lunch time. Some contributions were made for things to do during indoor play.

Procedures for working substitutes into the classroom were discussed. Participants were accepting of two suggestions made.

Parent Involvement -

This essential has not been taken seriously by DARCEE in field implementation in order to establish any real meaningful contact between home and school at this point. The home visitors should not have been expected to give a presentation because of their limited input and support from DARCEE. The participants exhibited little interest.

Implications for Future Training

Sharing of Ideas -

Needs to be included in future in service programs.

Bull Session -

Should be included in all inservices.

Use of Mini-Monster -

No alterations for inservice. but participants lack of initial understanding indicates that the trainers need to enforce teams to go through their planning and evaluation sessions while trainer observes and gives input at the end of their Planning and Evaluation session.

Role of Teacher -

Roles need to literally be spelled out in preservice and reinforced in inservice. The lead teacher needs to assume role of ongoing trainer in many facets depending on individual team needs. The "traditional" role of assistant (aide) conflicts with the DARCEE models definition which has caused some conflict between team members.

Parent Involvement -

If this essential is to be seen as a component of the DARCEE model, then measures should be taken to pron [illegible] ly implement it. This would involve additional staff members at the loca level for home visiting with provisions made for adequate training.

Long Range Planning/Unit Sequence

School: Jones Elementary School

Staff: Julie Koff
Marie Trice
Janice Irvin
Gail Jones

All About Me

Autumn - Halloween - Thanksgiving

Christmas - to Dec. 15

Jan. 2 - Jan. 5 - Nothing

Jan. 8 - Jan. 26 - Home & Family

Jan. 29 - Feb. 6 - Rest

Feb. 7 - Feb. 14 - Valentine's Day

Feb. 15 - March 2 - Transportation (Airport)

March 5 - March 23 - Neighborhood & Community
(Fire Dept. - Walk thru Community)

March 26 - April 13 - Forest Animals and Pets
(Trip to Bernheim Forest)

April 23 - May 4 - Plants (Mother's Day)

May 7 - May 21 - Farm Animals & Crops

May 22 - End - Summer

Long Range Planning/Unit Sequence

School: Roosevelt Elementary School

Staff: Pam Raven
Geneva Weber

January - Weather - 3 weeks
Home & Family - 1 week

February - Home & Family - 1 week
Valentine's Day - 1 week
Neighborhood & Community - 2 weeks

March - Transportation - 2 weeks
Skills - 1 week
Spring & Easter - 1 week

April - Spring & Easter - 1 week
Vacation - 1 week
Plants - 2 weeks

May - Farm Crops & Food - 1 week
Animal Families - 1 week
Zoo Animals - 2 weeks

June - Summer & Safety - 1 week
First Grade Readiness

Long Range Planning/Unit Sequence

School: Roosevelt Elementary School

Staff: Larry Saltzman
Myrtle Ball

December - Christmas - 2 weeks

January - Home & Family & Health

Neighborhood & Community

February - Transportation - 2 weeks

Valentine - 3 days

Winter - 2 weeks

March - Forest Animals - 1 week

Pets - 2 weeks

Animals that work - 1 week

April - Plants - 2 weeks

Farm Crops - 2 weeks

May - Farm Animals - 2 weeks

Children of the World - 2 weeks

June - Things to do this summer and 1st Grade

Long Range Planning/Unit Sequence

School: Cochran Elementary School

Staff: Ann Simmons
Sarah Turner

Dec. 4 - Dec. 15 - Home & Family - Christmas
Jan. 2 - Jan. 5 - Skills
Jan. 8 - Jan. 19 - Neighborhood & Community
Jan. 22 - Jan. 26 - Winter - Science - Weather
Jan. 29 - Feb. 2 - Skills
Feb. 2 - Feb. 12 - Valentine - Lincoln's Birthday
Feb. 12 - Feb. 16 - Skills
Feb. 19 - Feb. 23 - Transportation - Land, Sea & Air
Feb. 23 - March 9 - Same
March 12 - March 16 - Skills
March 19 - April 6 - Farm Animals - Farm Crops - Easter
April 7 - April 15 - Break
April 16 - April 20 - Skills
April 23 - May 4 - Zoo Animals & Forest Animals
May 7 - May 11 - Skills
May 14 - May 25 - Gardening & Plants
May 28 - June 1 - Under the Sea
June 4 - June 8 - Clean-up.

Long Range Planning/Unit Sequence

School: Cotter Elementary School

Staff: Yvonne Abel
Don Hill

All About Me

Autumn

Jan. 2 - Jan. 19 - Home & Family

Jan. 22 - Jan. 26 - Skills

Jan. 29 - Feb. 16 - Neighborhood & Community

Feb. 19 - Feb. 23 - Skills

Feb. 26 - March 16 - Transportation

March 19 - March 23 - Break

March 24 - April 6 - Farm Animals & Farm Crops

April 9 - April 13 - Break

April 16 - April 20 - Forest Animals

April 23 - May 14 - Plants & Skills

May 4 - June 1 - Summer & Skills - Preparation for next year

June 4 - June 8 - same

Long Range Planning/Unit Sequence

School: Jones Elementary School

Staff: Helen Reutlinger
Margaret Lee

Jan. 2 - Jan. 5 - Home & Family
Jan. 8 - Jan. 12 - Neighborhood & Community
Jan. 15 - Jan. 19 - Community Helpers
Feb. 9 - Feb. 29 - Winter and Winter Birds
Feb. 12 - Feb. 14 - Valentine
Feb. 26 - March 2 - Forest Animals
March 5 - March 9 - Break
March 12 - March 16 - Weather
March 19 - March 23 - Break
March 26 - March 30 - Farm Animals
April 2 - April 6 - Farm Crops
April 16 - April 20 - Easter
April 23 - April 27 - Zoo Animals
April 30 - May 4 - Plants
May 7 - May 11 - Transportation (Airport)
May 14 - May 18 - Health
May 21 - May 25 - Break
June - Summer

Long Range Planning/Unit Sequence

School: Engelhard Elementary School

Staff: Tina Stevens
Jean Mudd

Dec. 1 - Dec. 15 - Christmas

Jan. 2 - Jan. 5 - Review

Jan. 8 - Feb. 2 - Home & Family
Neighborhood & Community
Winter

Feb. 5 - Feb. 23 - Transportation and Valentine

Feb. 26 - March 16 - Forest Animals

March 19 - April 6 - Plants and Spring

April 16 - May 11 - Farm Animals
Farm Crops
Easter

May 14 - May 18 - Zoo Animals

May 21 - May 25 - First Grade

May 28 - June 2 - Survival

All flexible scheduling may end or begin early or late - extra time to catch up.

Long Range Planning/Unit Sequence

School: Cotter Elementary School

Staff: Susan Wright
Shawn Johnson

Dec. 1 - Dec. 15 - Christmas

Jan. 2 - Jan. 5 - Week of Review

Jan. 8 - Jan. 12 - Home & Family

Jan. 15 - Jan. 26 - Winter

Jan. 29 - Feb. 2 - Free for Review, etc.

Feb. 5 - Feb. 23 - Neighborhood & Community
Week of 12-16 will be split between: 12-14 Valentine's Day & Lincoln's Birthday (12) - Pickup Neighborhood & Community 15-23 - Talk about Washington's Birthday (16).

Feb. 26 - March 2 - Free for Review

March 5 - March 16 - Transportation

March 19 - March 21 - Free for Review

March 22 - April 6 - Forest Animals

April 9 - April 13 - Break

April 16 - April 20 - Spring and Easter

April 23 - May 2 - Spring and Plants

May 3 - May 4 - Free for Review

May 7 - May 15 - Farm Animals

May 16 - May 25 - Farm Crops

May 28 - May 30 - Free for Review

May 31 - June 5 - Summer and First Grade

Long Range Planning/Unit Sequence

School: Engelhard Elementary School

Staff: Ann Brooks
Mary Bruce

Dec. 1 - Dec. 15 - Christmas
Jan. 2 - Jan. 5 - Skills
Jan. 8 - Jan. 12 - Home & Family
Jan. 15 - Jan. 19 - Winter
Jan. 22 - Jan. 27 - Neighborhood & Community
Jan. 30 - Feb. 2 - Transportation
Feb. 5 - Feb. 9 - Skills
Feb. 12 - Feb. 16 - Holidays; Lincoln; Washington, Valentine
Feb. 16 - Feb. 24 - Forest Animals
Feb. 26 - March 2 - Plants
March 5 - March 9 - Weather
March 2 - March 16 - Skills
March 19 - March 23 - Farm Animals
March 22 - March 30 - Spring
April 2 - April 6 - Farm Crops
April 9 - April 13 - Spring Vacation
April 16 - April 20 - Easter
April 23 - April 27 - Skills

April 30 - May 4 - Pets

May 7 - May 15 - Zoo Animals

May 16 - May 23 - Summer: Activities, Safety

May 24 - May 31 - Skills

June 1 - June 6 - "Survival"

Louisville - DARCEE Inservice
March 8 - 9, 1973
8:00 A.M. - 3:00 P.M.
Coolridge Taylor Elementary

Thursday, 8th	Session	Handled by
8:30	"Mini-Monster" - terminology and related activities	Carolyn Marsh
10:00	Lesson Plans - an abbreviation	Carolyn Marsh
11:00	Lunch	
12:00	Math	Julia F. Stinson
1:15	Positive Reinforcement	Julia F. Stinson
2:00	Break	
2:15	Sharing of Ideas	Bettie Taylor
2:45	Dismiss	

Friday, 9th		
8:30	Attitude Development	Carolyn Brown
12:00	Lunch	
1:00	Motivation Charts	Julia F. Stinson
2:45	Dismiss	

Louisville Inservice
March 8 - 9, 1973

Objectives: Mini-Monster and Lesson Plans -

1. The participants will be able to designate skill objects in the Mini-Monster they are having problems understanding and/or teaching.

2. The participants will be able to develop lesson plans based on designated skill objectives.

   a) Write the lesson plan in detail indicating at top the amount of time spent writing it.

   b) Re-write the same lesson plan in an abbreviated form again indicating the amount of time spent.

   c) A selected number of participants will share, with the total group, their lesson plans.

Strategies: Objective 1

1. Introduce session by having participants indicate page number and specific objective(s) they are having problems with. Trainer give explanation and solicit input from group members. Input will be solicited from particular participants at trainer's direction. Trainer will point out objectives that may be misleading or that may not readily be understandable if such objectives are not mentioned by the participants.

Objective 2

2. Trainer will give directions for how session is to proceed, give out lesson plans and allow participants sufficient time to complete the exercise. A statement will be made at end of session as to the average time it took participants to develop a detailed lesson plan and the average amount of time it took to write that same lesson plan in abbreviated form. A number of participants will share their plans with the total group.

LESSON PLANS

Assign each teacher an objective around which a detailed lesson plan is to be written. Those same lesson plans are to be abbreviated. Teacher will time during both procedures.

	P. 18	Objectives 5 & 7 - 5 Recognize tallest - shortest - 7 Recognize longest - shortest -
Tina	- P. 19 - #	1. Recognize most - fewest -
	P. 20 -	1. Match sets 0 - 6 4. Match equivalent & non-equivalent sets 0 - 6 6. Identify equivalent & non-equivalent 9. Recognize 2 sets that are equal
	P. 23	Compare real objects by external parts
Pam	- P. 25 -	6. Extend patterns of graduated - sized objects
Larry	- P. 28 -	1. Describe concrete objects in 3 statements
	P. 31 -	6. Match all letters
	P. 33 -	7a. Produce sets equivalent to a given set 7b. Produce sets greater than a given set
Janice	- P. 34 -	2. Separate sets into subsets; identify number of subsets
	P. 40 -	2. Discriminate pairs of words that rhyme from those that do not
	P. 42 -	4. Create titles for stories
	P. 47 -	4. Recognize top, bottom, side
Ann S.	P. 48 -	22. Recognize ordinal positions from 1st to 5th. (Lead Teacher).
	P. 38 -	8. Extend patterns with different combinations of elements.

Content A.M. Session

8:30 - 11:00 - Introduction of schedule - Participants have not been mailed an inservice schedule.
Introduced Kate Rogers -

I. Introduced Mini-Monster session by asking participants find skill objectives that need explaining.

Tina - Page 23 -

External differences - outline
Internal differences - design within outline
Orientation - position, how it's turned - demonstrated on board by trainer

Ann - Page 17 -

Light and dark shades - activities to teach skill. Trainer gave several suggestions.

Kate - Page 15 -

String beads.

Tina - Page 20 (4) - (7) -

Paint with tempera using large brush.

Kate - Page 15 -

Lace sequence of balls.

Tina - Page 20 (4) - (7) -

Suggest there be a set of activities for each sequence of skills for teachers to fall back on.

Yvonne -

Question: Should we expect the children to use the terms equal/equivalent? Yes, in time.

Carolyn M. - Page 18 -

Tall/ short/ long/ short.

_________. - Page 34 - (1) (2) (3) -

Helen asked if this is necessary. Bettie explains the necessity for using concrete objects. The city-wide emphasis on math and language justifies carrying the children as far as they can go in each grade level. - Tina suggested using pennies - numeral cards. Sandy suggested using match-mates by Playskool. Ann B. shared a set-numeral activity built around Forest Animals.

Page 36 - 1 - 2 - 3 - 4 - 5 - Carolyn explained.

Page 38 - Participants felt they wouldn't get this far. (Pam).

Page 43 - (1) - Don contributed.

Page 17 - Question on pyramid.

Page 66 - Misprint.

II. Lesson Planning Session -

Most of you have worked out your own system for abbreviating lesson plans.

Skill Objectives - Page 18 - 5, 7

19 - 1	Yvonne	10 minutes 5 minutes
20 - 1	Don	10 minutes 4 minutes
20 - 6		
20 - 4		
20 - 9		
23 - 1	Tina	10 minutes 5 minutes
25 - 6	Pam	13 minutes 5 minutes
28 - 1	Larry	11 minutes 5 minutes
31 - 6		
33 - 7-1		
33 - 7-2		
34 - 2		
40 - 2	Margaret	15 minutes 8 minutes

42 - 4		
47 - 4	Geneva	15 minutes used a different approach
48 - 22	Ann S.	didn't give times
38 - 8		

Write lesson plan I - long form - Tally time at top.
Write lesson plan II - short form - page begin - end.

Group started approximately 10:13 - cut session 10:32.

Evaluation:

The session began a few minutes after 8:30. Dr. Ben Harrison was in attendance. None of the principals attended.

The participants were not overly excited, to say the least, about doing the Mini-Monster exercise. Only the "faithful few" had specific objectives they wanted explained (see content of session - March 8 - 8:30 - 11:00 A.M.)

Each person, with exception of Myrtle Ball, wrote the 2 lesson plans as requested. Each person called on willingly shared what they had done - Larry, Pam, Tina, Yvonne, Don, Margaret, Geneva and Ann Simmons. The average time for those that responded was approximately 12 - 15 minutes writing detailed plans.

Approximately 5 - 7 minutes to write a lesson plan in an abbreviated form.

poor strategy?

Louisville - DARCEE Inservice
Location: Coolridge Taylor School

Session: 12:00 - 1:15 - Math Activities

Objectives:

1. The participants will be able to interpret prepared lesson plans.
   a. See relationship between objective, activity, material.

2. The participants will be able to write a second set of lesson plans, using same material, but focusing on the recognition and identification level of the skill.

3. The participant will be able to list a number of materials appropriate to teach the math skills listed in Mini-Monster.

Procedure:

10 minutes -

1. Introduce session.

2. Pass out the prepared lesson plans. Allow time for participants to read.

3. Pass out lesson plan forms.

20 minutes -

4. Ask each team to write two lesson plans (1 plan focusing on recognition; 1 plan focusing on identification).

30 minutes -

5. Ask specific teams to share lesson plans with group.

6. List materials as a total group - 15 minutes.

Materials needed:

1. Set of prepared lesson plans.
2. Lesson plan forms.
3. Mini-Monster.
4. List of materials available.
5. Materials for role-play (if time).

Evaluation of Math Activities Session

Procedures 1,2,3,4 were implemented. Participants sat silently when I asked them to share lesson plans. We did not do procedures 4 and 5. Instead, I asked them to share math activities they had used in their centers.

I feel objectives 1 and 2 were met. Objective 3 was not met. See lesson plans for assigned activities.

Attached are the math ideas shared.

Helen:

Fish game - shoe box - sets 1 - 10 numerals - 1 - 20 - attached paper clip - make fishing pole - set fish/ numeral fish - identification of sets/ numerals.

Playing cards - match numerals.

Julie:

Numeral reproduction: Magic markers and easel - numeral recognition.

Numeral/ Set Lotto - flash card.

Paste and paper - placing numerals in natural order/ place sets in natural order.

Jean:

Identify number of bounces - identify numeral on card - then bounce.

Mary:

Three Bears - set matching.

Janice:

Large circle - divide into number of children present - sets of objects in each section - children choose set - count number of members - write numeral to represent set.

Don:

Train with flatcars - numerals on flatcars - have children put number of objects in flatcar that corresponds to numeral.

Set/ numeral with dice - cubes - empty bowl - Tina.

Bettie:

Orange juice cups - place the number of beans in each cup.

Pegboards - Pig in the pen game.

Odd-Bale game.

Yvonne:

Identifying color/shape/numerals: Buffer.

Margaret:

Walk with spoonful of beans across room/ count number of beans at end of walk.

Attached also is the list of commercial materials available to teach math skills. List compiled in Nashville doesn't relate to objective 3.

Session: 1:15 - 2:00 - Sequence of Positive Reinforcement.

Objectives:

1. The participants will be able to decide where their classroom is in the Sequence of Positive Reinforcement.
2. The participants will be able to define specific behaviors they wish to focus on for the remainder of the year (skill and attitude).

Procedure:

15 minutes -

1. Introduce session.
2. Go over Sequence of Positive Reinforcement.
3. Have group to divide into classroom teams - decide where they are in sequence - define behaviors (attitudes and tasks) - 30 minutes.

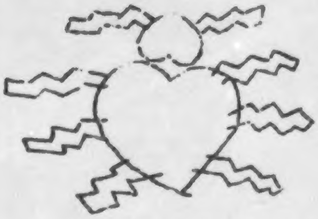
Evaluation of Session:

This time was allotted for Kate Rogers to talk with individual teachers and teaching teams to get feedback on Record Keeping System and units.

Session: 2:00 - 2:45 - Sharing Ideas by Participants.

Susan Wright:

1. Motivation charts - Valentine Love Bug for each small group.



2. Train - Engine - cars for each small group.
3. Clown with baloons - baloon for each small group.
4. Sesame Street Magazine.

Ann S.:

1. Alphabet cards - beginning consonant sounds.

2. Numeral - set cards - teacher-made - concrete objects.

3. Animal cards - snap - likenesses and differences.

4. Holiday - association game.

5. Folder - set of paper products children have worked on -
   a. classification -
   b. ordinal position -
   c. follow the dots -
   d. whole - part - whole
   e. color inside the lines
   f. free hand drawings

Sandy:

Match numerals and number names.
Recognize numerals and number names.

Tina:
Ann B.:

Field trip related to Transportation.

Tina:

Concentration card game - stickers for likenesses and differences - recall.

Pam:

Field Trips Ideas -
Neighborhood - Mall - Experience chart -
Firehall - Hospital -

Mary:

Family Unit - Dental technician from Health Dept. - demonstrated Dr. Bryan.
Three Bears - sets of 3 using chairs, bed, bowls.
Buddy Newspaper - what doesn't belong.
Tracing alphabet.

Larry:

Field Trips - Museum.

Bettie:

Dairy Council Services.

Attitude Session: Lead by Carolyn Brown

18 participants present -

Ann Simmons)
Sandy Kessler) not here -

1. Write concerns, questions, etc. Turn in.

2. Discuss questions, concerns, etc. - Money, Bible, Flag, Sex
Divide into groups of 4

Group 1 -	Margaret Lee	Bible - Guidance
	Mary Bruce	Money - Survival
	Jean Mudd	Sex - Production
	Janice Irvin	Flag - Symbolic
	Myrtle Ball	
Group 2 -	Tina Stevens	1. Sex, 2. Money, 3. Bible, Flag
	Iva Melton	
	Ann Brooks	No system - no one could agree
	Larry Saltzman	
Group 3 -	Julie Koff	1. Sex - personal enjoyment
	Yvonne Abel	2. Bible - explanation of existence
	Susan Wright	3. Flag
	Pam Raven	4. Money
Group 4 -	Don Hill	
	Helen Reutlinger	1. Bible - guiding force
	Geneva Weber	
	Catherine Starling	couldn't put other variables in
	Marie	rank

3. Relate this exercise to the DARCEE attitudes -
How was your behavior in group affected by your attitudes -

Self concept - Pam
Iva
Yvonne
Larry
Helen

4. Assign DARCEE attitudes to the words on the board -

Don - Bible (all attitudes) belief system
Tina - Sex, Money (all attitudes) interpersonal relationships
Yvonne -
Margaret -

DARCEE attitudes are work oriented. DARCEE attitudes are still valid.

5. Discuss questions turned in -

   1. Teachers and children can't express anger in DARCEE classroom. (Pam).
   2. How do you get children to like school? (Yvonne).
   3. What do you do with a child that clams up and smirks when you question about inappropriate behavior? (Don).
   4. What can be done with children that talk with their hands? (Mary Bruce, Helen).
   5. Infrequent attendance (Julie).
   6. Child that refuses to go along with system - enjoys negative response as much as positive response (Tina).
   7. What to do about a child that always responds negatively and refuses to follow standards? (Tina).
   8. Won't try a challenging activity like writing name.
   9. Exhibitionist? (Janice).
   10. Attention getting behavior?
   11. Can't accept not getting all award?
   12. Children not tuned in? (Helen).

After discussion I asked each participant, either working alone or with team to analyze one child in their classroom, defining good points, behaviors that need eliminating, behaviors that need to be reinforced. Second step in process was to define teacher strategies for helping the child maintain appropriate behaviors, eliminate inappropriate behaviors. There was little time for this process, so I asked the participants to complete the task later and mail to me. I felt the process more important than the end product to send to me. I received two analysis-solution products at end of session. (Attached).

Stevens/ Mudd -

Trina Usher - Attitude Development

Trina is a smart girl; she wants to be friends with other children. She has poor self concept and very little self control. She's very moody.

Trina's home life is hard for her to cope with. Her mother has problems which makes it hard for Trina.

She is big for her age, and there's jeaulousy shown toward her larger and smaller brothers. She is the only girl.

She likes to help the teachers and be cuddled by them. Teachers will try and get her to do something good before she goes into her moods and let her do jobs for us or call on her.

A. Brooks/ M. Bruce -

Orlando has been a puzzle because we feel his achievement could be better since 1. he seems capable, 2. he went to head start. From the discussion this morning, Carolyn Brown suggested he is probably the type child who excels in gross motor skills rather than fine motor skills. Maybe we have been pushing the fine motor skills too much. At free choice time he plays well with the children with blocks, skin-a-tels, cars. He does not choose such activities as sewing cards.

Self-esteem, with the accompanying attitude of willingness to do hard work is an attitude we feel is lacking, and needs to be built up by providing tasks the child can be challenged by but are not overwhelming. From now until the end of school, we will plan for Orlando with this in mind. When others are writing their name for Constance, we will provide an opportunity for him to do such things as trace a dotted train track where success is assured.

Our home visitor has discussed this problem with Orlando's mother and we can ask her to reinforce at home the skill related tasks planned for him at school.

Session: 1:00 - 2:45 - Motivational Charts

Objectives: 1. Participants will understand the appropriate use of motivational charts.

A. Use to reinforce appropriate behavior by focusing on appropriate behavior.

B. Start out by using for one specific time in day (small group times, or large group time, or s.f.c. time, or transition times).

C. Start out using individual motivational charts for a short period of time.

2. Participants will make a set of motivational charts to use in the classrooms.

Procedure: 1. Introduce the session.

2. Explain appropriate use of motivational charts.

3. Participants make motivational charts.

Evaluation: Procedures 1 and 2 were implemented. I cannot evaluate objective 1 until I observe the charts being used. There wasn't time at end of day to share the charts and explain how they intended to use them. (Show and Tell).

Objective 2 - Procedure 3 -

Most participants made motivational charts - Yvonne/ Don
Ann B./ Mary
Tina/ Jean
Julie/ Marie
Janice
Margaret
Shawn/ Susan

Some participants chose to list a number of motivational chart ideas:

Geneva
Myrtle

The following teachers weren't present for the afternoon session:

Pam
Larry
Ann S.
Sandy

2 copies

RECEIVED
APR 06 1973
NATIONAL

Mini-Workshop
Louisville, Kentucky
March 29, 1973

Trainer: Carolyn Marsh

I made this trip to cover the one day workshop for Sue who was not able to go due to confinement in the hospital.

I went directly from the Louisville airport to the Louisville Board of Education to meet with Bettie Taylor on Wednesday afternoon. Together we mapped out procedures for Thursday's workshop.

There were 5 teachers present - 3 were assistants. Shirley Tolbert also sat in during the day. The workshop was held in Shirley's office.

Following is the schedule for the workshop.

8:30 - 12:00 - Discussion of Essentials (Lecture - questions and answers)

12:00 - 1:00 - Lunch

1:00 - 2:45 - Continuation of Essentials - discussion

Positive Reinforcement Sequence
Use of the Mini-Monster
Explanation of Trainer's Subjective Rating Form

Writing Lesson Plans - a. Selecting objectives -
b. Writing out activity in detail -
c. Written evaluation -

The schedule was followed as it appears here. Most of the participant's questions centered around Attitude Development, Positive Reinforcement, Units, and Skill Development. Each person took careful notes during the day, especially during the discussion on what trainers look for under each essential when rating a DARCEE classroom.

I assigned each person a skill to work on from the pink section of the Mini-Monster. They were able to trace the sequence of pre-requisite skills up to the pink section.

The lesson plan writing took up the last portion of the day. The participants were asked to select an objective from the Mini-Monster they would actually use in their classrooms.

A chart was displayed to help them understand how the activity section of the lesson plan should be filled out. The chart consisted of the following:

Questions to consider when planning an activity:

1. How will you get the children's attention?
2. What attending standards will you set?
3. What task-related standards will you set?
4. How will you present the materials?
5. What will you have the children do with the materials?
6. How will you individualize the activity?
7. How will you end the activity?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Thursday, October 12, 1972
TIME: 8.10
SCHOOL: Cochran
PRINCIPAL: Mr. Russman
LOCATION: Louisville, Kentucky
STAFF: Ann Simmons - Lead Teacher
Sarah Turner - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. To observe the day, looking for the degree of implementation of DARCEE essentials.
2. To provide feedback to staff at end of day on objective 1.
3. To follow up previous trainers' recommendations.

ARRIVAL:

Arrived at Cochran approximately 8.10. Met briefly with Mr. Russman and informed him of our visit to the Simmons/Taylor classroom. Mr. Russman escorted Jerry Bauch and I to the classroom. Ann discussed some problems with implementing the DARCEE program (role of lead teacher; role of assistant teacher). Sarah arrived approximately 8.15. Children started arriving approximately 8.2 We're informed by Sarah absenteeism will be high due to a driving rain.

OBSERVATION OF CLASSROOM:

A. GENERAL COMMENTS

Room is somewhat cluttered, but an attempt at organizing has been made. Arrangement of classroom furniture indicates a large group area and two small group areas. Children's work displayed above chalkboard; some displayed at children's eye level in book area. Housekeeping equipment is out. Ice cream cartons are being used to store naptime mats. A bookcase is being used as a visual barrier between small group areas. Large folding housefront has been placed in front of housekeeping area. One easel is set up in back of room; piano at one side of room. 15" x 15" square boxes stacked to form storage space near piano.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.20 - Children arrive and sit at small group tables, passively looking at books. Teachers busy themselves with paper work (Ann at desk; Sarah at table with children).

8.35 - Children left room with teachers for breakfast. Transition orderly; however, very few standards set.

8.50 - Children return from cafeteria with breakfast (milk, donut, 1/2 orange). Children go to small group tables. Sarah sits at table with her small group; Ann walks around table for a while, finally sits down with group. Sarah talking with children about the part of the orange you eat; what to do with the rind. Ann talking quietly with her group. Heard very little positive reinforcement (in fact, none) but no negative reinforcement either. Sarah preparing children for close of breakfast.

9.05 - Large Group Activity -

Large group announced by Ann to total group - "Well, boys and girls, I think it's time for large group." Transition from small group tables to large group circle: set standards of looking glasses, used children's name tags. Held each name tag; if child recognized name, he carried chair to large group. Children being positively reinforced by teachers with little enthusiasm. Ann didn't have name tags for two children in Sarah's group.
Setting: Children are seated in chairs in a semi-circle, facing the chalkboard. There is no marker on floor to indicate large group semi-circle.
Content and sequence:

1. Marked calendar - one child is chosen to mark the day. The calendar is located at the side of the room, at the children's backs. No standards or directions set for large group. Marking the calendar is conducted with Ann standing behind the children, forcing the children to turn around in order to focus on the calendar.
2. "Head, Shoulders, Knees, Toes" - No standards set for this part of large group.
3. Discussed weather - Ann standing up in front of semi-circle; Sarah is standing behind her group of children.
4. Telling story of "Little Red Riding Hood" - using Ginn Kit pictures. Ann is asking the children to help tell the story. Did not have prints in order of story events, is thumbing through to find correct picture. Sarah is walking behind children with hands in pockets. Children aren't being positively reinforced for recalling story. There isn't enough space for prints to be displayed. Ann asked the children to retell the story from the pictures. Did not set standards for this part of large group. No one is being positively reinforced for responding. Next phase of large group was a 'what's missing' with story prints. Set standard (close looking glasses) and gave clear directions. Children answering in good descriptive statements but no one is positively reinforced.

Standards: Very few standards set.
Positive reinforcement: Non-existent for appropriate behavior (attending, taki turns) or appropriate responses.
Role of lead teacher: Ann was less organized than is desirable; did not set sufficient standards; did not positively reinforce children. Materials were ready but not organized.
Role of assistant teacher: Sarah needs to do more positive reinforcement durin large group. She could have been a role model.

Close of activity: Children were prepared for close of activity.

9.25 - Transition from large group to small group tables: Standards were set; it was orderly. Sarah positively reinforced all her children individually. Ann not reinforcing her children: exhibiting little or no enthusiasm.

9.28 - First Small Group Activity -

Teacher: Sarah Turner -

Activity: Assembling puzzles.
Material: Number of puzzles to correspond to number of children (9).
Setting: Children are seated in chairs around a circular table (quite crowded).
Standards set: Adequate standards set.
Content and sequence: After standards were set, Sarah asked each child to identify their puzzles as she handed it to them. As each child completes a puzzle, he exchanges with a neighbor; there are no problems with sharing. Sarah is marking the child's accomplishment in the Mini-Monster. Sometimes a child has to wait for another to finish in order to exchange. *Should have had more puzzles than children present. Very little positive reinforcement, however, a few reinforcing statements "John, you're very good at those puzzles." Handled child having difficulty with puzzle well.
Reinforcement: Needed more positive reinforcement during activity.
Role of teacher: Activity was planned and materials organized. Should have reinforced more; should have had more puzzles than children present.
Close of activity: Children weren't prepared for close of activity.
No buffer was planned; Sarah sent a child to water fountain in hall for a bucket of water for next activity. Did not have newspapers handy, went into closet to get extra newspapers. Had not thought through process of displaying products from second activity.

9.45 - Second Small Group Activity -

Teacher: Ann Simmons -

Activity: Assembling puzzles.
Material: A puzzle for each child plus some extra puzzles.
Setting: Children are seated in chairs around three rectangular tables in a U-shape formation.
Standards set: Adequate standards are set for the activity.
Content and sequence: After setting standards, and each child has a puzzle, Ann leaves group to get a pencil and paper to keep tract of children's accomplishments. Children shared well, very little positive reinforcement from teacher.
Close of activity: Children were prepared for close of activity.
Role of teacher: Ann set adequate standards; activity was planned with adequate materials organized and available; should have positively reinforced more often No buffer planned.

10.02 - Playtime (to be inside due to rain). Ann's children gathered on the flo around the piano. Then Sarah's group goes over to area around piano. *Should ha announced the plans to the whole group. No standards or any comments relating to what will happen next on Ann's part. Sarah responds as if she isn't in on the plans either. Ann gave directions to seven children to stand up in large group area. Ann played the piano - these seven children responded to the different rythmns with running, skipping, hopping, galloping, marching, while remainder of group watches. Then those seven children chose seven other children. Played "Farmer In The Dell - "Squirrel Without A Tree" -

10.30 - Selected Free Choice - Ann announces choices.

Housekeeping Corner (5)
Blocks (5)
Puzzles
Rocking Boat (4)

Asked individual children that are being good listeners to choose first. *No standards relating to good listening had been set. As each child made a choice, they went to that area. Sarah is supervising the blocks; Ann is supervising the puzzles; Housekeeping corner and rocking boat are independent. Children play quite well in housekeeping corner; puzzles seem motivating even though both groups have used them for small group today.
Ann used note on piano as signal for clean up.

10.50 - End of s.f.c. - Transition to wash hands - did not set sufficient standards. Children go to basement to wash hands, pick up lunch packets.

Lunch -
Rest Time -
Bathroom -

12.45 - Children return from bathroom. No outdoor play today due to rain. Will review a film. Children seated on floor. Sarah has brought projector into room; film ordered for pre-school has been taken by another teacher. Film being shown instead - Playing Safe. Ann introduces film, asks children what they think it's about. Sarah is pouring cool-aid for snack.

Standards set for film: 1. Sit like Indians; 2. listening ears; 3. looking glasses; 4. hands in lap.

12.50 - Film starts - Ann sits behind children. Sarah is still pouring juice. One child picked up by mother at 12.57. - Film really focuses on negative behavior that's unsafe. Will take some discussion on the part of the teachers to emphasize the positive and use terminology the children understand.

1.00 - Film ends. Sarah attempts discussing the film while Ann dismantles the film.

1.03 - Sarah leads "Simon Says" while Ann returns film and projector to library

1.05 - Snack - Kool-aid and chocolate chip cookies. Cookies ran out before all of Sarah's group was served. Both teachers sitting with their group; lots of incidental learning. As each child finishes, they carry empty cups and napkins to trash can.

1.10 - Ann set standards for transition to large group. 1 leave chairs at tables; 2. listen for name. At this point Sarah's group isn't listening - but Ann doesn't wait to get their attention.

1.13 - Second Large Group -

Children seated on floor in semi-circle. Discussed weather. - "Three Little Ducks" - Two children positively reinforced, even though all children were participating beautifully. Ann is standing; Sarah is sitting on floor with children. - "Wheels On The Bus" - children participated - no one positively reinforced by either teacher.

One child gets to choose a song - "Old MacDonald's Farm" - "Mary had A Little Lamb" - Ann set standards for recall of day. 1. Thinking caps; 2. Listening ears; 3. Raise hand - "Where Is Thumpkin" - reinforced whole group by saying, "All right boys and girls, that's good."

1.23 - Ann sends three children at a time to get coats and rain wear. Sarah is supervising the coat closet activity. Ann should have instructed children to bring coats outside closet to put on.

C. EVALUATION WITH STAFF

Jerry and I asked Ann and Sarah to evaluate the day the way they regularly did. Both reacted as if they didn't know what we were talking about. We suggested they sit down and discuss the day and we would interject our comments when appropriate.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

1. Suggestions relating to planning and evaluation: This process should happen every day with both teachers present, discussing large group, small groups, individual children. Sarah should be informed during this time of large group content and make suggestions for her children's participation during large group.

2. Aks about lunch room routine (recommended changes by other trainer had not been made). Both teachers reluctant to bring food on trays to room.

3. Suggested a line be painted on floor to indicate large group circl Was told the children tore up the tape and county school workers had to paint it on; teachers not allowed to.

4. Suggested Sarah add the small rectangular table to the circular table for her group.

5. Suggested both teachers need to positively reinforce children for following standards and completing tasks more often.

6. Suggested large group should be designed to involve both groups (scale down - scale up).

7. Suggested Ann set appropriate standards for large group.

8. Suggested to both teachers that materials be organized and in adequate quantity for activities.

9. Suggested appropriate routine for naptime.

Schedule posted on bulletin board:

8.30 - 9.15 - Attendance, collect money, breakfast, bathroom
9.15 - 9.30 - Large Group
9.30 - 9.45 - 1st Small Group
9.45 - 10.00 - 2nd Small Group
10.00 - 10.30 - Outdoor Play
10.30 - 10.45 - 3rd Small Group (s.f.c.)
10.45 - 11.30 - Bathroom - Lunch
11.30 - 12.30 - Rest
12.30 - 1.00 - Outdoor
1.00 - 1.10 - Snack Time
1.10 - 1.25 - Large Group
1.25 - 1.30 - Departure

Team problems.
A.T. not very committed c DARCEE

RECEIVED
OCT 11 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-5-1972
SCHOOL: Cochran School
PRINCIPAL: Mr. Russman
LOCATION: Louisville, Kentucky
TEACHERS: Ann Simmons - L.T., Sarah Turner - A.T.
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To make initial observation of classroom at Cochran following Preserving Training
2. To provide feedback and support to teachers based on Observation
3. To make initial contact with Mr. Russman, principal at Cochran.

ARRIVAL:

Arrived at Cochran at 8.00 a.m. Waited in hall while Mr. Russman was registering children.

8.10 a.m. Escorted to the classroom by Mr. Russman who informed me that I would not be seeing a DARCEE classroom because of the high enrollment (38) and few materials available.

Met Ann at the door, chatted with her about problems staff was having with 38 children.

8.15 - Sarah arrived with a friend who has been assisting in the classroom. She talked to me briefly about Mr. Russman's annoyance at her having called the Board to get some help with handling 38 children.

Ann and Sarah start preparing room discussing how they were going to handle snack time.

CLASSROOM OBSERVATION:

8.18 - Children begin arriving with their parents. A lot of children arrive crying. Ann had to spend a good deal of time explaining to individual parents about lunch money, registration forms, snack, etc.

All the children are sitting crowdly around 4 tables, two tables on each side of room, separated by a shelf. Most are crying.

The assistant takes the roll as more children and parents arrive. 4 or 5 parents are having trouble separating themselves from their children who are protesting very loudly. This, combined with the noise of traffic just outside, the room makes for a very uncomfortable noise level in the classroom.

8.30 - Ann rings a bell. "OK boys and girls lets find out who's here today." Another mother arrives with her child. Ann goes over to her and explains procedure for paying for lunch.

Ann comes over to me and makes a comment to the effect that "what is said here (at Cochran) and what was said in Nashville about the amount of support from principals are two different things." She further stated, "I don't know why the school would have a program they didn't want to support."

She then went back to ring bell again, then over to strike a cord on the piano. Most of the children are attentive.
All the time I have been in the room, Sarah and her friend have been chatting together. (I could not hear conversation, but it did not seem to relate to anything going on in the room.

8.45 - Ann gets children lined up to go downstairs to get milk. Children stand quietly in line. Ann reinforces them for this.
The children had to go down a very steep flight of steps. Ann did a good job of stating standing - ("hold on to rail, walk, stay in line, etc.") Sarah and friend do very little to help children get down stairs safely. I give Ann som assistance by helping remind children of standards and reinforce those who remember.
Each child carries his own milk, Ann carries tray of crackers back to room.

9.05 - Snack -
Snack time went rather smoothly. There isn't room for any of the teachers to sit with children. Ann walks around reinforcing children for drinking milk and finishing up snack. Sarah and friend chatting together in corner of room.

9.30 - Large Group -
Ann strikes a cord on piano to get children's attention - announces large group time - demonstrates carrying chairs - most of children are not attending. 2 children are called up at a time, Ann reinforces them individually for bringing up chairs.

9.35 - All children assembled in semi-circle (35 present). - Ann sets general standards - "Listening ears, Zippers," etc.
Song - "Head, Shoulders, Knees and Toes" - all children stand and sing - Every one claps after song.
One child starts stomping feet against chair, other children follow suit.
Ann pauses as if she is not certain as to what to do, then begins reinforcing individual children for keeping feet flat on floor. Children soon stop.
Another song - "Where Is Thumpkin" then "Tweesy Weensy Spider."
Ann asks "Who remembers a song we sang last week?" One child answers "Mary Had A Little Lamb" after several incorrect guesses.
All sing - Ann reinforces after song - "Oh, you did a good job singing that song!"

9.43 - Transition back to tables fairly smooth. Ann and Sarah called their groups back separately.

9.45 - 1st Small Group - Observation of Sarah -
Sarah has a paste and paper activity - pasting blue circle, red square and yellow triangle for each child.
Sarah sat no standards for using paste, 4 pieces of torn paper towels containing big blobs of paste were placed at various points on the table. (Sarah prepared this on the spot).
To put it bluntly, the activity was a total mess! I soon became aware of the fact that this was the first time this group had used paste in the classroom.

One child ate some, then pasted his face. A lot of the children did not know where to put the paste, most of them wiped their hands on their clothing and most were trying to paste with both hands full of paste. 2 of the children left the table to see what Ann's group was doing. Ann brings them back. Sarah begins picking up paste and collecting pictures. (Most of the shapes are falling off because they haven't been pasted onto the paper.)
Sarah to one child "Michael would you like to go get the waste can?" Michael "No." Sarah shrugs and gets it herself.

10.00 - Sarah writes names on pictures, hangs pictures on opposite wall of room - some at children's eye level, some not. (One picture has a blob of paste in the middle, but no shapes. Sarah removes paste and sticks on two shapes.)

10.05 - Groups switch activities. Sarah moves her group to floor for manipulative toys. Ann has paste and paper.
Ann's activity with the paste was directly opposite from Sarah's. She set very specific standards, demonstrated use of paste, gave out materials in a logical sequence, and she had evidently prepared beforehand as every 2 children had their own container of paste.
Children in Sarah's group are playing on the floor - (not enough materials for number of children in her group). Sarah sitting on piano stool - 3 children playing piano - Sarah does not respond.
Sarah announces from piano stool "Let's begin to clean up."
Children continue playing. Michael is only child still at piano. Sarah announces again "Let's clean up." Michael is banging on piano very loudly. Ann goes over, tell Michael "It's time to clean up now." Michael remains standing at piano but stops playing.
Sarah tells Michael "Go and sit at the table" - Michael still stands. Sarah "Michael go and sit down!" Michael goes over and lies down on top of table. Ann tells Michael to push chairs up to table, then come over and line up. Michael does so.

10.25 - Children go down stairs to wash hands, then come back to room.

10.45 - Indoor Playtime -
Sarah arranges chairs for musical chairs" game. Ann demonstrates how to walk around chairs, then plays piano while children play game.

11.00 - Transition back to small group somewhat chaotic.
There are twin boys in the room who are very immature. They start to be very disorderly (is hitting other children, running around room, etc.). Sarah ignores them. Ann looks at me for help. I intercede with one twin while she takes care of the other.

Lunch -

11.10 - All children seated. Ann calls children to line up to go down stairs for lunch.

Children follow same procedure for going down stairs for lunch as they did for snack. Each child is given napkin, straw and eating utensils, then go to table in lunchroom.
Ann passes out milk. Sarah passes out lunch packs.
Children are given 20 min. to get down steps, wash hands, get served, eat, and get out of lunch room. Today the children had a little over 10 min. to actually eat their lunch. Most were not finished when it was time to go back to room.

11.30 - Children line up to leave lunchroom - Ann had to stop group to reorganize line halfway up steps.

11.50 - All children seated on floor in large group area. Ann having a difficult time getting children's attention. Sarah sits passively behind group. Ann passes out children's pictures pasted earlier.

11.55 - Parents begin arriving, children begin leaving.

EVALUATION WITH STAFF:
12.05 - I explained to Ann and Sarah that I wanted to discuss the day with them and also wanted to point out some things that I saw that could be changed to make the day go a little smoother.
Ann immediately sat down with me after the children left. Sarah and her friend left for about 10 min., then returned to the room. While they were gone, Ann did most of the talking and I listened. Most of what she had to say consisted of complaints about conditions under which she and Sarah had to operate. Ann also expressed concern to the effect that she thought Sarah was too "lenient" with the children. I told her that we would discuss this as soon as Sarah came back.

On phil. grounds or just lazy?

RECOMMENDATIONS FOR FOLLOW-UP TRAINER: Check to see if the following recommendations made to the staff are being carried out.

1. Be sure to state specifically what you expect the children to do before you begin an activity. Reinforce consistently those behaviors you want to see.

2. Demonstrate use of materials being used for the first time (i.e. Sarah's paste and paper activity).

3. When doing activities that require children to put scrapes in waste can, the teacher should bring waste can over to table rather than having children walk across room to waste can.

4. Let one teacher go get milk and cookies for snack rather than having children go down stairs to get their own.

5. Talk to principal to see if you can get lunch extended to more than 20 min.

6. Specifically to Sarah:

a) You need to interact more with the children at all times during the day - reinforcing during large group, setting standards talking incidentally with the children, etc.

b) When standards are set or directions are given to children, be sure to follow upon what you say by reinforcing children for doing what you want and re-stating those standards for individual children who continue to misbehave. You need to be consistent at this or Michael will be an even greater problem as time goes on, and other children also.

Specifically to volunteer assistant:

a) Any person coming into the classroom on a regular basis as another assistant needs to follow the same procedure for working with the children as the regular teachers (i.e. reinforcing, setting standards, being positive, etc.).

b) Since Ann has to be involved with snack and lunch money, each morning as the children arrive, the children should not be expected to sit with nothing to do for 45 minutes. They could be involved in songs or fingerplays if there are no materials available to already have out.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 5, 1973
School: Cochran
Staff:
L.T. Ann Simmons
A.T. Sandy Kessler

City: Louisville, Ky.
Principal: Mr. Russman

Trainer Submitting Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1X	+2	
2. Schedule	-2	-1	+1	+2X	
3. Grouping	-2	-1	+1X	+2	
4. Roles & Responsibilities	-2	-1X	+1	+2	
5. Teacher Preparation	-2	-1X	+1	+2	
6. Skill Development	-2	-1X	+1	+2	
7. Attitude Development	-2	-1X	+1	+2	
8. Unit Approach	-2	-1X	+1	+2	
9. Materials Use & Development	-2	-1	+1X	+2	
10. Reinforcement & Behavior Management	-2	-1X	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
1. Physical arrangement of room; 2. Some teacher-made materials being used appropriatly; 3. Schedule is consistent with DARCEE principles; 4. Both teachers are taking responsibility for their small group.

What, if anything, did you as trainer see that disturbed you?
1. Staff isn't planning together on a daily basis; 2. Lesson plans aren't being written; 3. Both teachers are opposed to using specific positive reinforcement on a consistent basis; 4. Did not see evidence of "growing bulletin board."

What were the skill objectives and attitude objectives listed for today?
There were no attitude objectives discussed by teachers relating to day's activities. See concern of report for skill objectives. Skill objectives listed I pulled from observing activities. Skill objectives were not focused on by staff during evaluation of day.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: February 5, 1973
SCHOOL: Cochran
PRINCIPAL: Mr. Russman
LOCATION: Louisville, Kentucky
STAFF: Ann Simmons - Lead Teacher -
Sandy Kessler - Assistant Teacher -
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe the day's activities, looking for the degree of implementation of the DARCEE model. Specific follow-up on items discussed in last in-service (1. Block planning being done as a staff effort on a weekly basis, 2. Lesson planning by each teacher (L.T., A.T.) on a daily basis, 3. appropriate use of bulletin board in relation to unit being taught, 4. attitude development in relation to skill sequence and use of positive reinforcement, 5. Use of motivational techniques).

2. I specifically chose Cochran classroom in an effort to develop a better rapport with staff in relation to misunderstanding of trainer's role as feedback agent.

3. Give staff feedback in relation to objectives 1 and 2.

ARRIVAL:

I arrived at Cochran at 7:55 a.m. After being admitted to the building (doors are locked until 8:00 a.m.) I informed the two office workers of my identity and plans to visit the DARCEE classroom. Mr. Russman came in but did not acknowledge my presence (being the usual busy Monday morning). He engaged in a hurried conversation with the office workers.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

8:05 - Sandy, the assistant teacher, is present and we chatted about general things. The room has been rearranged, making better use of available space. Housekeeping play equipment has been arranged in one corner; adjacent to housekeeping corner is the easel paint area; indoor play equipment is next to paint area; wooden bookcases are doubli as a room divider to separate two small group areas and to store woode toys, blocks, etc. A listening area has been set up beside the booksh Workbench is out by the closet door. Area rug marks large group area facing a chalk board. Wall space doesn't indicate a unit being taught at this time. Two bulletin board displays relate to Valentine's Day; one bulletin board display is a winter scene with snowmen; two displ areas are being used for children's products.

Children have been in the room looking at books since Sandy arrived 8:05.

8:25 - Children are seated at small group tables. Sandy is chatting with one group of six. Ann has brought some fish to school and is busy getting fish into the aquarium. Each group of children spent some time looking at fish.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:
Transition to breakfast: Ann called two children at a time. Children stop and see fish on the way to the door. Transition is very organized and smooth.

9:05 - Return from cafeteria (breakfast is still being eaten in cafeteria despite trainer's suggestion to eat in room. Teachers made no efforts toward incidental learning during breakfast).- Transition from small group tables to large group area - two children at a time are called. No standards are set for transition; no one is reinforced for carrying chairs appropriately, walking, etc.

9:08 - Large Group Activity -

Setting: Children are seated in chairs in a semi-circle. Ann, L.T., is seated at front of group; A.T. is seated in back of children. The semi-circle of children is facing the chalkboard.

Teacher: Ann Simmons

Activity - Content and Sequence:

1. Discussed weather.

2. Ann called on two children to mark calendar. Total group counted days till Valentine's Day, using a large paper chain to mark days (as each day passes a link is torn off). Conversation indicates children have made chains, taken them home, and tear off a link each day.

3. One child counted girls present; one child counted boys present. Then, the children chose the correct numeral to represent the number of boys and girls present and put it in a pocket chart on board (set-numeral association).

4. Review of alphabet - children were asked to recall the letters they had "learned" so far. (A,M,T,N,F,H). V was introduced today. Using large plastic inflated male figure named Mr. V. Discussed V on his vest. - Record on V was played. Children were directed to listen to record. After record finished, children were asked which words in the record describing Mr. V started with V. (Words were violets, velvet, vest). After much guessing on the part of the children, Ann passed around a violet velvet swatch of cloth. The swatch of cloth was a different color than Mr. V's vest, but both were being labeled violet.

5. Ann passed out items and pictures cut from magazines that start with Children were asked to identify item on picture. Most of the pictures were too small to be of much value and some of the children were unfamiliar with such as violets. Children have the idea the picture or

item they're holding should start with V so some children are changing beginning sounds in an effort to be correct. For instance, a purple pair of boots becomes "voots"; a picture of violets is interpreted as flowers and becomes "vlowers"; and some how grass becomes "vrass." As each child makes an effort to identify his picture or item, it's placed on a V-board.

Standards: No attending standards were set at beginning of activity. Task related standards were set prior to record being played and identification of pictures and items beginning with V.

Positive Reinforcement: General accepting attitude but very little specific positive reinforcement for attending or correct responses. Some incorrect responses were handled very appropriately.

Role of Teacher: Ann had materials ready and organized despite some being inappropriate. The part of the activity relating to beginning consonant sounds violates the skill sequence. Ann functions in a pleasant manner but exhibits little enthusiasm.

9:40 - Children are prepared for end of activity. Transition back to small group tables - some children seem unsure of group membership.

First Small Group Activities -

I tried to focus on both teachers, so in all likelihood I missed parts of both teachers' performance.

Teacher: Ann Simmons, L.T.

Activity: Reproduce name by copying over dotted lines.

Objective: The children will be able to reproduce name by drawing over dotted lines.

Setting: Nine children are seated in chairs around a circular table.

Materials: Crayon for each child - dotted name on rectangular piece of tagboard covered with contac paper.

Standards: Appropriate and sufficient - task oriented.

Positive Reinforcement: Very little specific positive reinforcement; very low-key general positive reinforcement.

Role of teacher: Ann did not have a name card for one of the children; did not use treasure box; could have been more enthusiastic presenting activity and relating to children. Ann did prepare children for close of activity. Used buffer.

Teacher: Sandy Kessler

Activity: Making people-objects from valentine shapes and strips of paper.

Objective: Children will be able to follow directions. Children will be able to manipulate brads, valentine shapes and construction paper strips to make figure.

Setting: Nine children seated in chairs around a long rectangular table.

Materials: Each child has a tray-pac with items to make a person-figure (1 large valentine, 1 medium valentine, 4 small valentines, several brads, crinkled strips of paper).

Wasn't observing this activity closely, but Sandy appeared to have difficulty responding to all the children as needed.

Standards: Wasn't focusing on the group when standards should have been set.

Positive Reinforcement: Very little general or specific positive reinforcement.

Role of teacher: Materials were organized and accessible; little enthusiasm exhibited; little positive reinforcement used.

Second Small Group Activities -

Teacher: Sandy Kessler

Activity: Using Object Lotto - Sandy started off giving each child a playing card and holding up the individual cards for them to claim. She changed strategy, putting all individual cards on the table, letting children choose cards to complete playing card. At this point, I thought the activity was a buffer.

Teacher: Ann Simmons

Activity: Using teacher-made materials (large cards, lined, with numerals 1 - 10 going down left side of card. Child fills in each line with the number of spools designated by numeral. (Set-numeral association).

After second small group activities, children gathered on floor in large group area. Outdoor play time is held inside.

10:25 - I returned from bathroom - children are involved in S.F.C.

Choices	location	No. of children
*Tinker toys	large group area rug	4
Paste & paper	Sandy's table	5
Number - Concepts	Ann's table	4

Choices	location	No. of children
*Housekeeping Corner	Housekeeping corner	5

*Unattended

10:56 - Ann signaled group (note on piano) it's clean up time. Clean-up at number-concepts table very quick; Clean-up in housekeeping corner adequate; paste & paper and tinkertoys take direct teacher supervision. Children put newsprint on table for table cloth.

11:00 - Ann gets children's attention before announcing lunch. As each child's name is called, child comes to door and stands in line.

Nine children brought lunch and stayed in room with Sandy. Other children go to basement, pick up lunch, return to room. Teachers sit with their group of children. As each child finishes lunch, scraps are thrown into trashcan. Then child gets mat from closet, chooses a place for nap. First child down for nap at 11:20. No standards have been set for naptime.

11:30 - Most children have finished lunch and are on floor for nap.

12:15 - Some children are getting up from nap to complete a paste and paper product started in S.F.C.

12:25 - Shades are raised; children are directed to put rugs in closet. Nap-time is over. Children assemble in large group area. Ann shared a sprouting sweet potato with children. Short chat related to weather. Total group becomes interested in Eric learning to tie his shoes.

12:30 - Transition to outside - girls get coats first, return to large group area; boys get coats second, return to large group area. Total group goes outside.

1:05 - Children return from outside play and bathroom. Coats are put away and children sit on floor in large group area.

Second Large Group Activity -

Ann brought out the Valentine cards the children had made during S.F.C. The Valentine cards are being sent to the hospital.

Ann brought out a blank envelope. Asks children what she needed to do so the person would get it. One child responded "the place you want it to go to." Ann didn't accept or reinforce for this answer but asked the question of another child.

Sang "Today is Monday" -

People-figures made in first small group by Sandy's group were distributed. Coats were returned and the children were dismissed.

C. EVALUATION WITH STAFF

I asked the staff to carry on evaluation and planning as usual and I would make comments afterwards. They preferred alternative 3.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Positively reinforced for new arrangement of room.

2. Suggested using specific positive reinforcement more frequently.

3. Discussed large group activity. Suggested they follow the match, recognize, identify steps with alphabet before moving into initial consonant sounds. Suggested the letter concept be introduced in large group, and follow up activities in small group.

4. Suggested that Ann not feel pressured to cover all twenty-six letters; it's better they learn the concept that the symbols represent - special sounds.

5. Ask if they were writing lesson plans. Answer - no. Suggested using lesson plans as a tool toward more effective individual skill development.

T's seem to [illegible]
skills as T's, but A.T.'s
not quite like DARCEE (e.g. [illegible])

RECEIVED
OCT 11 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, Sept. 6, 1972
SCHOOL: Cotter School
PRINCIPAL: Mrs. Lomax
LOCATION: Louisville, Kentucky
STAFF: Yvonne Abel - L.T., Don Hill - A.T.
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT: (same as other schools visited).

ARRIVAL:
Arrived 8.05 a.m. Met Mrs. Lomax who escorted me to classroom. Introduced myself to Yvonne Abel - Lead Teacher, who was busy dusting shelves. She informed me that there is enrollment of about 30 - Don, A.T. not here yet.

CLASSROOM OBSERVATION:
8.20 - Children begin arriving. Mother brings child in crying. Yvonne talks to child - tries to help child sit down.
Yvonne asks children if they would like to watch T.V. "When Mr. Hill gets here, he'll turn it on."
Children still arriving, some crying. Yvonne gets them to table and stops the crying very effectively.

8.29 - Don arrives - turns TV on - children watch Captain Kangaroo. Yvonne asks children "what show is that?" "Do you all watch TV at home?" Some children answer "Yes."
One child sitting at table begins to cry again, apparently because door was closed (his mother was standing outside). Yvonne takes him out of room into hall that adjoins the other DARCEE classroom here.
Yvonne brings child back still crying loudly - child won't stand up - Yvonne takes child outside door - child stops crying.
Don comes over and explains that he has done that every morning (come in late). He goes back, sits and talks with children in his group.
Yvonne, back in room, directs children to song being sung on TV. "What kind of an animal are you?" Yvonne asks questions, makes comments, so do children.

8.45 - Children still sitting, watching TV. Yvonne collects lunch money, then takes roll.
Bertha - comes in room, introduces herself - asks if she is suppose to be Home Visitor for Cotter only or for Cotter and Southwick - I tell her that she will only be Home Visitor for Cotter this year.

8.47 - Yvonne turns TV off - calls children up to large group one at a time. Don up reinforcing each child as they bring chairs up. Yvonne asks children "would you like to bring your chair up to the circle?" Fortunately, no one said no.
Children are seated in 2 rows in semi-circle - At first count there are 25 children present. Don is seated at the piano - plays "Where Is Thumpkin" - Children sing - Yvonne very motivating. Song ends. Yvonne "Oh you did a beautiful job." Group sings "Thumpkin" again - Yvonne says this time with volume, then explains what volume means - group sings as Don plays.

One child stands up and says "Little Jack Horner" - group claps. Yvonne and Don reinforce him enthusiastically. - One child asks for water, all children follow suit. Yvonne stops, Don runs water in cups and 3 children pass cups around. - Yvonne sits on counter and starts to talk about story - "Make Way For Ducklings" - One child spills water - group gets a little disorderly as they finish drinking water.
Yvonne begins story - still sitting on counter, holds books down. All children can't see, but her tone of voice is very enthusiastic so that most children are listening.
Don is sitting behind his group trying to quiet child who is talking out. Yvonne finishes story. - Song "Where Is Mary" - featuring Don at the piano again. - Someone comes to door. Yvonne opens door - another child comes in.

9.15 - Transition back to small groups - children are talkative but orderly. Yvonne has 14 children, Don has 13.

Small Groups -

Don - Story "3 Bears" (no book)-

Yvonne - Identifying names - magazines - scissors -
Yvonne sets standards but tells children what they are not to do rather than what they are to do. Example "We don't point the scissors at anyone."
Don manages to keep about half his group attending - others are watching Yvonne's group.
He has moved one child to corner, child has been sitting quietly listening to story/Don continues to walk around telling story.

9.28 - Yvonne begins to collect scissors and magazines - tells children its almost time to go outside. Don finishes story by reviewing. One child claps, others are still watching Yvonne's group. They are all getting rather antsy now. Some children are washing hands.

9.33 - Yvonne lines her group up, boys in one line, girls in the other. One child starts crying again.

10.05 - Return from outside play - two boys carry water to group at Yvonne's table.

Small Group Activities -

Don - Paste and paper -
Children very active - not attentive - Don attempts to set standards - gets negative - focusing on negative behavior - reinforces appropriate behavior infrequently.
Children have pasted pictures at Yvonne's table, she needs to use buffer now, but doesn't. Children are very restless at both tables and the noise level has gotten to an uncomfortable point (for me). Both small groups have lasted at least 25 minutes.

10.45 - Don leaves room to get lunch - Yvonne leads both groups in "Where Is Thumpkin."

10.50 - Lunch

11.20 - Bathroom - rest time -
Children have gotten very active, Don and Yvonne are having a difficult time controling their groups.

11.25 - Yvonne prepares to tell her group a story of "3 Bears" - Yvonne is standing and doesn't have a book. Most children are attentive - 6 children have returned from bathroom - back at Don's table and are making a lot of noise. Don can be heard being negative with children in bathroom.
Don prepares to begin his activity. Children are inattentive. Sets treasure box in middle of table - takes paste. Don "I'm waiting for children who are sitting with their hands in their laps." Passes out paper only to children following directions.
Yvonne has finished story at 11.35 - goes over and asks Don if he is ready to come to large group. Don says "No, should I be?"
A discussion between the two then - Yvonne says "I'll give you 5 min. while I call my group up to large group."
Don rushes children through activity. Yvonne conducts songs in large group, then does exercises with children. Don begins sending children up to join group. Large group very hectic - children were very inattentive - Yvonne became quite negative -
Children lined up to go home - stood for at least 5 min. before finally leaving. 12 children came back in room whose parents were not present.

EVALUATION WITH STAFF:
Yvonne, Don and I went to teacher's lounge to discuss the day. Yvonne assured me that she would appreciate anything I might have to say that would help her in teaching.
Both Don and Yvonne expressed concern about lack of materials and too many children. They were also able to point out, themselves, some things that went poorly during the day.

RECOMMENDATIONS FOR FOLLOW-UP TRAINER: Check to see if the following recommendations made to the staff are being carried out.

1. Post the daily schedule in room and outside of door.

2. Try to always allow children to be involved in something when they arrive in the morning and during other "waiting" times.

3. You need to be at children's eye level when teaching rather than standing (kneel, squat, sit on floor - in chairs, etc).

4. You are role model for children. Don't sit on shelves or tables if you don't want them to.

5. Don't try to tell the children stories this early in the year without a book.

6. Do not have watertime in the middle of the large group activity.

7. Large and small group activities should not last longer than 15 min. now.

8. Remember to set standards for everything you do in the classroom (teaching activities, lining up, eating lunch, rest time, outdoor play, etc).

9. Start setting standards for "inside voices" when children start talking or singing too loudly rather than the teachers getting loud along with the children.

10. It's important for both teachers to try to work as closely together as possible as far as what time each activity begins and ends so that both groups can move from one activity to another at the same time (Example both groups should be ready to go outside at the same time).

Specifically to Yvonne:

a) Be careful about giving children a choice when they don't actually have one (Example "would you like to come up to large group.")

b) Try to move as quickly as possible from instructions or directions into the activity. Children may lose interest if they have to wait to get to do something.

c) Set standards by telling the children what you want them to do, not what you don't want them to do.

d) Write children's names on their work and post at eye level.

e) Let only the children whose parents are already outside waiting for them line up rather than having children who have to wait for their parents line up also.

f) Be specific when reinforcing the children. (Yvonne used "You're being good" a lot today).

Specifically to Don:

a) You're focusing too much on inappropriate behavior and ignoring the appropriate behavior!

b) You need to be more direct and specific when setting standards, especially for the boys in your group.

c) You need to state expectations for your group when you leave to go get snack and lunch - leave something for the children to do - Reinforce those children who followed standards when you return (Yvonne can give you specific names).

How did Ray react?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: October 12, 1972
TIME: 8.30
SCHOOL: Cotter
PRINCIPAL: Mrs. Lomax
LOCATION: Louisville, Kentucky
STAFF: Yvonne Abel - Lead Teacher
Don Hill - Assistant Teacher
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom
2. Evaluate with staff at the end of the day and give feedback from observation
3. Focus in on previous trainers' recommendations to see if teachers were able to follow-up on them

ARRIVAL:
8.30 - This a rainy, gloomy morning. Carolyn and I went into office and talked with Mrs. Lomax......she seemed confused by what kind of input the 3rd DARCEE classroom was going to get. Shirley Tolbert (resource person) came in office shortly after we did.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS
Small group areas are in the back half of the room - tree on back bulletin board that is made up of leaves with children's name on them - work list chart on wall - Monster Mobile in back of room for trash (children named it).

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
8.40 - (ran a little late in getting to the classroom). Children are having breakfast - each child gets up to throw their paper plates away - a lot of random movement in room.

8.55 - Both teachers get their children quiet - brief setting of standards and reinforcement. - Large group time song by both teachers.

9.00 - Large group - "Good Morning" song - Yvonne gets children to recall things to remember (standards) when in large group.

Yvonne introduces teacher made calendar - add a day at a time - "If yesterday was the 11th - what is today?" - Children replied "Thursday!" Brief explanation by Yvonne that 12 follows 11.

9.05 - "Today" song - dress Willie - rainy weather - "What does Willie put on first?" - cool outside.

Yvonne insists on children raising hands for a turn - Don started reinforcing at beginning of large group, but then forgets last half of large group.

9.12 - Large group - mention of fire prevention week - introduction of fire truck - will be in s.f.c.

9.14 - "Time to go back to first small group" - each child's name is called.

9.15 - Focused in on Don's activity (children will be able to tell ways in which fire is good and ways in which it can be bad - both teachers have this activity) - Don lit candle and has it sitting in middle of table - "How is fire good?" - "I'm picking Stephanie because she raised her hand." Don restates standards periodically "Keep hands in your lap."

9.25 - Some children from Yvonne's group go to bathroom.

9.28 - Both groups have ended activity - bathroom (a few children are sent at a time - both groups are singing together).

9.35 - S.F.C. - record player, housekeeping corner, fire truck - 8 children at record player, 5 in house corner, 1 with truck (2 locked at posted schedule - this is actually indoor play period).

9.45 - Children are acting out story record - really getting animated and uninhibited - dancing activity record also where children have to listen in order to act out what the record says - I see children having a good time. Some children change activities during indoor play. Yvonne has a lot of facial expression with the children.

10.00 - Yvonne and Don close play period and get children back to table - Yvonne makes 2 lines (boys - girls) - go for drink in hall - Don stayed in room and greeted children as they came in from getting water and reinforcing them for returning to their table (this was extremely orderly).

10.07 - 2nd small group. Yvonne had to use buffer because she had originally planned a walk to collect fall things. - Poem - asked children which words sounded alike (poem about kitten and fall tree) - directs children to draw picture of kitten and fall leaves - Yvonne draws one on board - children watch with interest.

Don has his group over in corner on floor for poem about fall - then with real fall branches lets one child pretend to be a tree and assigns each child a part from poem (squirrel, bear, etc.)

10.15 - Don rereads poem so children can act it out - a little confusing for children - activity kind of ended flatly.

10.20 - Don's group returns to table - both teachers have finished activity - Yvonne is getting children together for walk (to visit office and other parts of building). - Don put branch on table to start talking about the different colors a tree turns - recall of poem and who played which parts and what did each animal do in poem - ended by rereading poem - Don was animated and walked around small group as he read - afterwards one little boy said "Do it again, I liked it."

10.30 - Don passes out paper and crayons for children to draw something from poem (he is puzzled about where Yvonne went) - this part was not planned - materials weren't readily available (Don told me that this was an "unrecorded" buffer!)

10.32 - Yvonne's group comes in - Don feels rushed because it's almost time for lunch and he tells children to keep their zippers on - (I couldn't resist - I motioned to Don to come over - I asked him why children have to have zippers on! He realized that this wasn't a good move!)

10.35 - Yvonne asked Don if any of his children were ready for lunch.

10.40 - Children in large group area without chairs - Yvonne's group tells Don's group where they went on their walk and what they saw.

10.43 - Yvonne sends children back to table - tells them to put their heads on their table - things get a little confusing.

10.44 - "We're going to sit quietly and wait for Mr. Hill to come back with lunch." "O.K. now that you're all quiet do you think we can sing a song?" Lunch comes in - children are having to wait.

10.45 - "Trixie, take this to someone who is quiet." (Standards for lunch were evaded) - Yvonne "When you get quiet you may get your lunch."

11.00 - Lunch is going well - both teachers are having good exchange with chil ren.

11.02 - Yvonne's group is cleaning up from lunch - a number of children are up moving around - one boy is walking around eating - amazing how the noise level is considering how much motion is going on.

11.08 - Both groups through eating - children throw their trash away and wipe off tables - Yvonne has gotten one girl ready for nap - some children are still going to the restroom. Yvonne - "Larry, no one told you to get your towel, get back in your chair."

12.45 - S.F.C. - Standards were set for all areas - housekeeping, blocks, one inch cubes)........I was called out of class for phone call.

1.08 - When I returned, Yvonne was singing to children from "Sound of Music" - children enjoyed this - record "What are you Wearing."

1.15 - Don played piano "Today" song - reviewed what was done today at school.

1.20 - Getting ready to go home - "Get On Board" song -

C. EVALUATION WITH STAFF

The evaluation was a discussion between Yvonne and Don with "on-going" comments and reactions on my part. This team has worked through some "team-conflicts" on their own and now they really have it "together." Both teachers felt good about the consistent improvement of their total program. This is the team that requested written recommendations from the trainers.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Consistent reinforcement from both teachers at large group.
2. Be aware of the sequence of skills in mini-monster in order to avoid confusing children and frustrating them.
3. Plan buffers on lesson plans and have material available.
4. Plan variety between both structured small groups rather than having them relatively the same. (Mini-monster should help in balancing activities according to particular objectives).
5. Be positive with reinforcement in using role models at appropriate times in order to get the point across to those that need to hear it.
6. A rug for story corner (if one can be obtained) will help with defining area for children to sit.
7. Try to avoid periods where children have to wait. (Before lunch for example).
8. Be careful not to use reinforcement in the form of a bribe.
9. Don Hill should try to show his approval with positive facial expression in addition to his verbal approval.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Tuesday, February 6, 1973
School: Cotter
Staff: L.T. Yvonne Abel
A.T. Don Hill

City: Louisville, Kentucky
Principal: Mrs. Lomax

Trainer Submitting Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
1. Appropriate use of physical setting; 2. Schedule follows DARCEE principles; 3. Children are ability grouped; 4. Teachers working effectively together; 5. Unit approach being used; 6. Small group activities skill oriented; 7. Attitude development being given priority; 8. Specific positive reinforcement being used.

What, if anything, did you as trainer see that disturbed you?

What were the skill objectives and attitude objectives listed for today?
1. Unit oriented - concept of neighborhood; 2. Attending skills; 3. Following directions; 4. Reproducing a fire hydrant from verbal directions and teacher's model. - Attitude objectives: 1. Persistence; 2. Taking turns/sharing.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, February 6, 1973
SCHOOL: Cotter
PRINCIPAL: Mrs. Lomax
LOCATION: Louisville, Kentucky
STAFF: Yvonne Abel - Lead Teacher
Don Hill - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe the day's activities, looking for the degree of implementation of the DARCEE model. Specific follow-up on items discussed in last inservice (1. Block planning being done as a staff effort on a weekly basis, 2. Lesson planning by each teacher (L.T., A.T.) on a daily basis, 3. appropriate use of bulletin board in relation to unit being taught, 4. attitude development in relation to skill sequence and use of positive reinforcement, 5. use of motivational techniques).

3. Give staff feedback in relation to objectives 1 and 3.

ARRIVAL:

I arrived at Cotter before 8:00 a.m. Hall monitor allowed me to enter prior to first bell. I spoke briefly with Mrs. Lomax; she was concerned about the progress of the program and expressed pleasure with part of the staff attending preservice in Nashville.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

I chatted briefly with Susan, Shawn, and Yvonne in the classroom. They were busy in last-minute preparation for the day. Don arrived approximately 8:25. Children are involved in the housekeeping center and with crayons and paper. - Room is fairly well organized; arrangement of furniture indicates two small group areas and a large group area. There is plenty of storage space and evidently being well used since the center isn't cluttered. A bulletin board over wall cabinets is being used as an unit display area. Chalk boards are on two opposite walls; windows on wall opposite unit display area. Calendar displayed on front end wall; children's products displayed (free hand drawings, numeral-set) for the most part above children's eye-level. Preliminary sketch of "growing bulletin board" on one chalk board; drawing of children's homes on other chalk board.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

8:40 - Bathroom process - two children at a time are designated to go to bathroom. Other children are looking at books. Atmosphere very relaxed and positive.

8:49 - Transition to large group -

Yvonne announced three things the children needed to do this morning.

1. close books -
2. when I call your number - put book on shelf -
3. then bring chair to large group -

Don is assisting beautifully, verbalizing what the child is doing; when child completes task, positively reinforces.

8:55 - Large Group Activity -

Sang "Good Morning to You" - discussed line leader chart/Flag holder "Pledge of Alligence" - discussed the name of today - children raised hands to answer - one child named the day, date; discussed no. of days in week/month in group. Sang "Today is Tuesday" - asks review questions on previous unit taught "Home and Family" - Yvonne doing a beautiful job motivating children. Don is assisting Yvonne by helping children focus on Yvonne, take turns, positively reinforcing. Questions of unit "Home and Family" lead into introduction of unit "Neighborhood & Community" - discussed the following items relating to neighborhood:

1. fire hydrant -
2. street -
3. side walk -
4. curb -

Prepared children for morning's events -

1. walk thru neighborhood -
2. use listening station -

9:10 - Transition to small group tables - o.k. - Yvonne called role - 1/2 children took chairs to listening station; 1/2 children prepared for walk. Don accompanied first group on walk of neighborhood.

9:15 - First Small Group Activity -

Teacher: Yvonne - gave directions to group.

Objectives: Listed in ELS manual.

Activity: Use listening station with work books.

Materials: Work book for each child - earphones for each child; jack/tape recorders, box of crayons for each child.

Standards: Standards not always clear. Sequence of materials given out seemed to be confusing. How about giving directions and setting standards before putting earphones on?

Setting: Nine children seated at 2 round tables. One child controls the tape recorder for small group (5 or 4) of children.

Using the earphones appeared to be quite a hassle with children not responding to peer leadership. Once the children got into the activity there were fewer problems. Yvonne uses a very positive approach with children.

10:03 - Total group (9) finished ELS - listening station activity - children returned from walk - Transition rather rough.- Don set standards sufficiently for walk. Six children involved in second ELS activity. Children in second group had similar difficulties with activity (responding to peer leadership, following directions from tape).

10:30 - Don and children return from walk - children are to hang up coats, return to tables. Yvonne's group isn't finished yet. This transition is much more organized than first walk transition.

10:33 - Children from walk sat at back small group tables. Don conducting this (interim) small group activity.

Standards: Sit down - hands in lap.

Introduction: Very motivating, has children's interest and attention. Directs children to get crayons from "storage cubbies" in middle of room. This takes time but goes smoothly - a step toward independence. - Don positively reinforces individual children for following standards. - Don directs children to take crayons out one at a time as they use them.

Activity: Drawing a fire hydrant following verbal directions and teacher's model. The process is stepped out well.

> Step I: Don draws an orange rectangle on chalk board. Children are instructed to draw the same on their sheets of paper. Each child is positively reinforced for drawing orange rectangle.
>
> Step II: Don draws a black half-circle on top of orange rectangle on chalk board. Children are directed to do same; and so the activity goes till fire hydrant is complete.

10:49 - Second ELS group finishes exercises. Yvonne directs group to spread blankets on floor in large group area for story time. Conflict develops between children spreading blanket. I did not hear standards for story time. Seating arrangement not very effective. Yvonne did not complete story.

10:53 - Transition from story (total group) to small group tables - no standards set - fairly rough.

10:56 - Preparation for lunch - children put heads on tables - quiet - were positively reinforced by teachers. - Children are eating lunch in cafeteria now. I'm told it has something to do with health department rulings. I ate lunch in cafeteria with group - no attempt made to use time for incidental learning - too much distracting stimuli.

Return from lunchroom - bathroom process - preparation for nap.

Naptime -

1:00 - Children awake from nap; line up. Yvonne announces choices - has children's attention - very organized.

Choices: Housekeeping Center - unattended
Telephones - Don
Exercises - Yvonne

At this point I went into Shawn and Susan's classroom to observe.

C. EVALUATION WITH STAFF:

Alternative 2

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER:

1. Positively reinforced for physical setting -
   (a) helped staff make minor changes in arrangement of furniture
   (b) beginning of "growing bulletin board" for Neighborhood and Community unit.

2. Positively reinforced Yvonne for maintaining "cool" and relating positively while using FLS.

3. Positively reinforced Don for a well-planned and successfully implemented small group activity (drawing fire hydrant) only to learn he hadn't planned it at all!

4. Positively reinforced Don on the detailed efforts relating to attitude development with specific children.

5. Suggested using motivation charts for large group and first small group activities to help "shape up" specific children's behavior.

6. Suggested clear standards be set for responding in large group (raise hand to be called on or answer spontaneously).

7. Suggested clear stepped out standards for transition be set.

RECEIVED
OCT 13 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-6-72
TIME: 8.15
SCHOOL: Cotter
PRINCIPAL: Mrs. Lomax
LOCATION: Louisville, Kentucky
STAFF: Susan Wright - Lead Teacher
Shawn Johnson - Assistant
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
   a) answer questions staff has
   b) give constructive comments on specific trouble spots
   c) give positive comments on specific situations that are appropriate.

ARRIVAL:

Mrs. Lomax met us (me and Carolyn Marsh) and walked down to the classrooms with us. She told us of the classroom ratio and that Dr. Harrison had told her that morning that she would get another teacher. (Mrs. Lomax and the teachers were expecting us).

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS - The room was appropriately bare for the beginning of school. The small group areas were divided by a bookcase.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.20 - The TV was on - Captain Kangaroo - as the children came in they sat down and watched TV.

8.25 - Both teachers putting on name tags for children - some new ones had come in the day before.

8.31 - Lead Teacher (L.T.) and assistant (A.) are having direct informal contact with children; lunch money and lunches brought are being collected almost unnoticeable as children come in.

8.35 - TV turned off - child in other DARCEE room crying - can see other room through open connecting bathroom.

8.36 - Standards (std.) set for snacks - both teachers enthusiastic with positive reinforcement - individual recognition of each child - i.e. "Ronald you were so nice to wait." Teachers talk with children while passing out snacks - it is an enjoyable time.

8.43 - Everyone begins eating at the same time.

8.46 - One child went to the bathroom - another said he had to go, too - L.T. getting her group ready to go to L.G.
L.T. goes to more active part of her group and asks if they're going to remember how to carry their chairs.

?

Content of L.G. omitted

8.49 - L.T. and A. jointly (with L.T.'s directions) set std. for coming to L.G.......one std. omitted - "zippers on mouths" - Patricia & Valerie are cutting up - L.T. goes over to get them ready; "Do you want to come to L.G.?" P. - "I ain't coming!"

8.56 - P. still at table - boy at A.'s table still drinking juice - P. pounding on table; A. went to her to get her to come to L.G.

[illegible] ?

9.00 - P. now playing with her chair - A. again attends to her.
Both teachers good reinforcement to children, singing "Where is Mary".

9.07 - P. ventures toward L.G. and might have joined if there had been space for her.

9.08 - L.T. getting group ready to return to small groups. P. is wild again - group extremely restless. L.T. used gimmick of "Close Eyes - Special Magic."

9.09 - Both teachers working extremely hard to keep group together - clap hands for those who go back - not too effective.

9.14 - "I'm ready" screams one of the children left in L.G.

9.15 - P. Standing to one side in small group. L.T. gets her and physically joins her to group. P. fusses and moves away again.

9.16 - L.T.'s group - rig-a-jigs - good control of material - std. setting, etc. - A.'s group - scissor activity - good introduction, setting of std.. and control of material (P. roaming around room).

9.20 - P. comes to table - L.T. gets her involved with material - (beautifully handled by L.T.).

9.25 - A. - good use of role model for use of scissors. About this time L.T. gets group ready to put material up for outdoor play - A. picks up cue (Valerie - Joseph - Patricia "key" each other off).

9.30 - P. on floor - L.T. - "Valerie, I like the way you waited so nicely!" (trouble getting some to line up orderly).

9.32 - Outdoor play. What happened here?

10.07 - L.T.'s group back in room first - singing "Thumpkin" (this transition from outdoors - bathroom water - extremely confusing, unorganized in appearance).

10.11 - P. is trying to get attention through inappropriate behavior - is being ignored (I mentioned this ignoring of inappropriate behavior to both teachers during play); she then starts to cry.

10.16 - P. joined group and slowly settled down.

10.17 - A. is making use of role model for behavior - some children are acting out (A. is starting her small group). P. was not given material because of behavior (she was approximating expected behavior - at least she was at the table!).

10.25 - A.'s group - good interaction with children during activity.

10.27 - P. finally conformed and was promptly attended to by L.T. with material and reinforced.

10.30 - Both teachers get groups prepared for closing activity.

10.32 - A. - "We cleaned up so nicely from our activity" - a little trouble getting material, but approached situation positively.

10.35 - Story time (each small group has their own story).
L.T.'s story went fairly well (she got into her buffer - singing - before A. had complete control of her group to begin story) - A.'s story activity in L.G. area.

10.45 - A.'s group - chairs crowded together - children having trouble seeing book - some children acting out and not joining group - group restless - A. persisted with the story (some children are enjoying story).

10.52 - L.T.'s group returning to table and getting ready for lunch - A.'s group really out of control, but she manages to get most of the children back to the table.

11.00 - lunch is just about all distributed now - lunch has helped to settle class down.

11.05 - P. is at it again - up and playing with Joseph - J. is ignoring her - L.T. reinforcing J.
L.T. takes P.'s lunch away - this action really takes the wind out of her sails - L.T. reinforces other children's appropriate behavior - P. leaves group.

?

11.10 - Both teachers having good comments to make to children during lunch.

What were kids learning?

11.11 - L.T. ignores Valerie tattling on Joseph - V. and J. get in a friendly punching game that turns into trouble - V. is main cause.

11.25 - L.T. finally removes V. from the group.

11.26 - L.T. is getting her group ready to go to the bathroom - A. is cleaning up from lunch with her group. Both teachers have and are really keeping their "cool" during this confusing transition. The "I like the way so and so is sitting" is losing its effectiveness.

11.35 - A. starts "Thumpkin" with her group - this calms them down.

11.38 - A. starts a "nickel passing" guessing game - "Joseph has his hands on the table so he gets a turn."

11.42 - Both groups playing nickel game now.

11.50 - L.T. starts singing "Where Is Mary" song (both groups at small group tables).

11.54 - L.T. - "Stand and Sway"
A. - "Where Is Mary"

11.55 - L.T. "Listening ears".......ready to go home - L.T. is getting everyone to stand up by their chairs "Clap,clap, clap....."
"Who's ready to go home" - children having trouble getting in chairs before called to line up -(there was no last large group).

Do they have P.E.? LPS?

C. EVALUATION WITH THE STAFF
We went step by step through the day.....; mainly focused on how to handle behavior and ways to prevent certain situations from happening. Good to have children watch TV when they arrive. Put up partition in doorway to bathroom to block off other classroom. Have bathroom time when children first arrive. Ignore inappropriate behavior. Allow space in large group if a child is not called up because he is not ready. In setting standards be sure to include everything - "looking glasses," "listening ears," "zippers on mouth." Never allow a child a choice in a situation where he is expected to do something "Do you want to come to large group?" and the child replied with "I ain't coming!" Good reinforcing by both teachers during large group.

Those words?

Be careful about "overdoing" reinforcement to the extent it loses its effectiveness.....allow variety in wording rather than repeatedly "I like the way ..." and be more selective with children when you reinforce. Rearrange seating in small group to separate children who bother each other - Valerie, Patricia, Joseph. Make distinction between inside voices and outside voices. During activities focus more in on the activity rather than being concerned because one or two children aren't completely with you. (Conversation revolving around activity). Be aware of the fact that some children want any kind of attention even if it is negative.

Good to use role model to restate standards for some children...... even restate standards without role model at times may be necessary. When having a story set standards for seating arrangement if it is to be away from table so all children will be able to see book. Sometimes an activity may need to be cut if it can't get "off the ground" for one reason or another - ex. A.'s story should have been cut. When a child's lunch and/or material is taken away from him be sure it is done when restating of stds. is to no consequence and when material and/or lunch is removed be sure to tell child that when he is ready to take care of himself......or when he shows that he is ready he may have it back. Work on transition times.....chord on piano to announce l.g., singing, "Open Shut Them," to iniciate small group, "Get On Board" for going home, finger plays, puppet for introducing activity or buffer, "As Tall As a Tree".....; end the day with large group and use 2nd large group for review and relaxed fun such as singing.

What about Jean's feelings?

Who said what?

D. RECOMMENDATION FOR FOLLOW-UP TRAINER

1. how reinforcement is handled
2. setting of behavior standards for coming to large group
3. seating arrangement in small group - acting out children not sitting beside each other
4. teacher's conversation during small group activity - is it about activity itself
5. how inappropriate behavior is handled
6. if individual story time - notice how teacher handles introduction
7. transition times - are they relatively smooth
8. how is 2nd large group done - content
9. buffers - are they appropriate

Deal with all of these?

Should same trainer follow up?

SITE VISIT OBSERVATION/FEEDBACK REPORT

[illegible]

DATE: Thursday, October 12, 1972
TIME: 8.35
SCHOOL: Cotter School
PRINCIPAL: Mrs. Lomax
LOCATION: Louisville, Kentucky
STAFF: Susan Wright - Lead Teacher
Shawn Johnson - Assistant
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:
1. To observe the overall classroom operation (implementation of the DARCEE essentials) and provide feedback to staff.
2. To follow-up on previous trainers' recommendations to staff.

Reinf. [illegible] seating so [illegible] problems min. [illegible]

ARRIVAL:
Arrived around 8.35 - Sue and I went directly to the office - spoke briefly with Mrs. Lomax - Shirley Tolbert entered - we chatted briefly - then proceeded to classroom (Shirley would be sitting in with me today).

CLASSROOM OBSERVATION
A. GENERAL COMMENTS
Children are having snack - Shawn and Susan are sitting with their groups - 9 children in Susan's group - 9 in Shawn's. -
8.55 - Snack time - Susan's group cleans up first - she involves them in singing.
9.00 - Susan leads group in several songs even though everyone is finished with snack. [illegible]

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
Susan announces time for large group - strikes cord on piano - uses very good motivational technique (whispering to call each child up to large group) - very well done.

Shawn is quietly helping individual children with chairs - reinforces for appropriate behavior - Susan "I like the way everyone came to large group so nicely."

Susan is very motivating as she introduces a new color (green) - uses green construction paper - paper tray, napkin, hat, felt shape, plastic spoon, crayon - all contained in a large plastic bag - children very attentive - some are talking out but not to point of being

Did not hear specific standards set for activity - Shawn sits sorting cups on table - passes out bags of nuts - reinforces by saying "______ is ready, he has his hands in his lap." - Activity goes well - Shawn doesn't exhibit a lot of enthusiasm and the pace of the activity is a little slow.

10.40 - Activities end at both tables - both groups sing - Susan announces story time - Susan has moved her chair away from the table - child is crying - calls Susan - saying "Mrs. Wright! I want to come to the table - Susan ignores him - calls other children to back area of room - goes over to him and says "You may bring your chair over when you're ready." Susan goes back to group and begins story - child sitting crying - continuously calling "Mrs. Wright." Susan continues story - keeps children involved - child calling her gets louder and louder.

10.49 - Susan ends story - directs children back to table - reinforces for carrying chairs - child still crying - "Mrs. Wright, boo hoo...., I didn't get to hear the story." After children are seated at table, Susan goes over to child again and tells him he can come back to table when he stops crying and can keep his hands to himself. She reinforces group for "sitting big and tall" - calls child over when there is a pause in the crying. - Shawn is still reading story to her group - Susan does a "pass the nickle game(?)" to keep children involved.

Why was the child [illegible]

Child that missed the story reminds Susan of this again - Susan responds with "You'll get to see the story another time."

10.55 - Shawn's group back at table. Susan prepares children for lunch - directs individual children to get lunch boxes - child mentioned earlier begins crying again but gets lunch box anyway - comes back to table - continues to cry - Susan ignores him - passes out lunch packs to those "ready" - Susan removes crying child's lunch box (child is no longer crying) because he didn't have his hands in his lap. Lunch is given back to him when he does.

I made a note to be sure to talk to Susan about what happened with this particular child. (I did not see what prompted the actions on Susan's part. Shirley has been asking questions and making comments frequently about things going on in the classroom).

what do T's do with [illegible]

11.15 - Naptime -
Some children are talking, but quietly. Susan and Shawn reinforce children who are "resting nicely."

12.45 - Children up from naps - sitting at tables with heads down - everyone is quiet.

12.50 - Susan announces free choice time - sets standards for children - changing to another place - shows children the materials and where each will be located. - Shawn announces activities she will have - Books and Chalkboard - Susan supervises Lego bricks and Housekeeping. - Susan directed children to wait at lego table while she set standards for housekeeping.

disruptive - several children asked to find something green in room. - Brings out puppet - "Frisky" - children are very motivated - Susan uses puppet to very effectively reinforce children and introduce pictures of squirrels in fall scenes - the pictures have been hand painted on sheets of tagboard. Shawn is standing behind group - occasionally focuses on children behaving inappropriately.

Song - "Frisky Wiskey Squirrel" - new song - Susan and Shawn sing it through twice - most children are able to sing the words correctly.

9.17 - Transition back to small group very smooth - Susan touches each child as an indication to carry chairs back.

9.18 - Small groups -

Shawn brings out treasure box - asks children "what is it time for?" - Children answer "2nd large group" - Shawn corrects them - passes out paper - baggies with shapes and paste for each child - children have to wait to paste while Shawn puts a blob of paste on a piece of paper for each child.

Susan's activity involves sorting nuts - she takes a fairly long time to introduce the activity, but the children remained very attentive.

9.31 - Susan finished with activity - uses buffer "Simon Says" - and other songs as Shawn finishes cleaning up. One child in Susan's group is calling another child in Shawn's group - Shawn ignores him - continues singing - child joins in singing after a brief period of time - Shawn's group finishes up - joins in singing.

9.35 - Susan tells her group about outside time - leaves the room to check to see if playground is too wet. - Shawn and Susan set standards for where to play on playground. Children line up - noisy but orderly.

Susan came back in room to prepare materials for 2nd small group - puts nuts back in bags evidently for Shawn to use during 2nd small group.

10.15 - Shawn returns with her group - children are very noisy - Shawn begins sending children one at a time to bathroom while group is involved in singing.

10.16 - Susan returns with her group - sends children one at a time to bathroom - involves children in singing also.

10.15 - 10.20 - Bathroom time -

10.25 - 2nd Small Group -

Groups switch activities used for 1st small group - Shawn slow in beginning activity - is not being effective in getting or keeping children's attention.

Is that okay? How are kids grouped?

1.08 - Susan goes to each area to direct children to clean up - sets very good standards (specific) for how to clean up.

1.14 - Song - "This Old Man" - children are at tables - Susan brings chair from large group closer to two groups and conducts song session from there.

"What did we do today?" - children are called on who have locks on lips and hands raised." - Good review of activities - children are able to recall most activitie of the day.

Several songs and fingerplays.

1.27 - Children lined up at door except for 3 children. Susan calls one of them to the line leaving 2 at Shawn's table - they shortly are called to the line - a couple of songs while standing in line - children are given paper work they have done - ones whose parents are here leave first. Others leave staggerdly.

C. EVALUATION WITH STAFF

The evaluation with the staff was a group discussion. The results of the discussion are listed in the Recommendations for Follow-Up Trainer.

E

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
(Check to see if the following recommendations made to the staff are being carried out).

Priorities: [illegible]

C 1. It is O.K. to begin large group early if both groups are ready. [illegible]

CM 2. Set standards before beginning of large group. [illegible]

I 3. Let each child have a turn - one at a time - to put nut in correct container. [illegible]

C 4. Shawn should have had paste already prepared, so children wouldn't have to wait. [illegible]

5. Shawn's group - go ahead with activity if group has finished bathroom - not necessary to wait for Susan.

I C 6. Pace of small group a little slow (Shawn's group).

I CM 7. Need buffer for children who finish first in activities.

CM 8. When child was removed and told you that he was ready he should have been permitted to come back.

CM 9. Re-set standards before taking material or lunch away - reinforce other children first.

SFC 10. Introduce new material in small group before having it for free choice (chalk).

SFC 11. Why not have "kitchen" along with dress-up?

CM 12. Set standards for lego when announcing choices, so children won't have to wait.

SFC 13. Use paper plates, plastic forks, empty food cartons for housekeeping role plays.

CM 14. Sit Dirk beside you - reinforce him immediately for appropriate behavior.

C 15. Pass out materials at end of day rather than having children get their own from cubbies.

Lesson plans?

RECEIVED
OCT 13 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

Gary, well.

DATE: 9-5-72
TIME: 8 20 a.m.
SCHOOL: Engelhard
PRINCIPAL: Mr. Shacklett
LOCATION: Louisville, Kentucky
STAFF: Ann Brooks - Lead Teacher
Mary Bruce - Assistant
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
   a) answer questions staff has
   b) give constructive comments on specific trouble spots
   c) give positive comments on specific situations that are appropriate

---

ARRIVAL:
The front door was locked so I went around to the back of the building and went in the rear door. There I met up with Tina Stevens who showed me to the office where I had a brief, casual exchange with Mr. Shacklett. He and the teachers were expecting me.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS - The classroom setting was appropriate for beginning of the year. The small group areas were divided by a book case and book rack. Eye-contact would be possible between the two teachers in their small groups, but the children could not.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
Teacher's Time Schedule

8.20	-	8.30	Booklook, 5¢ for snacks, name tags
8.30	-	8.50	Children wipe hands - snacks
8.50	-	9.05	Large group - "Yellow Bird"
9.05	-	9.25	1st small group
9.25	-	9.55	Outdoor

After outdoor time I observed in the other DARCEE classroom for the rest of the day.

8.20 - A girl, Evelyn, came in crying - Ann Brooks comforts her while Mary Bruce assures mother all will be O.K.
When children come in they go to their small group tables and look at books. Mary B. goes to cafeteria and brings back snacks.

8.35 - Snacks are brought in - both teachers effectively set standards for snacks - towels prewetted are available at table for clean up.

8.45 - Both teachers sat down for snacks at same time. Ann B. commented to me that this was the second year for Evelyn - Tina Stevens held her back because she was too immature to go to first grade - mother wants teacher to hold Evelyn in her lap!

8.50 - Both groups are completing snacks at the same time.

8.52 - Ann B. begins song "Open Them - Shut Them" with her group to get attention for proceeding with large group - she resets standards for coming to large group by having a child demonstrate. Mary B. picks up cue and does same with her group.
Evelyn in Ann B.'s group has cried off and on and now has her head down - she has not been called to large group yet as a result.
Mary B. reinforces children during large group - sometimes not appropriately, but in a slight distracting manner, not meaning to.
Large group consisted of "Today Is Tuesday" song - flannel colored cut outs (last week children had red name tags - this week yellow name tags), for matching color flannel pieces with name tags and reviewing the color red - "Good Morning Mr. Yellow Bird" - Mary B. told me that Sandra in her group has not talked yet - a speech therapist is working with her at home.

9.0[illegible] - "Mr. Yellow Bird" song.

9.08 - Ann B. and Mary B. each call their group one at a time back to small group tables - Evelyn is still crying.

9.10 - 1st Small group

Mary B. is using "very good" without being specific; good control of material; each child has own envelope - standard setting for use of paste.

9.20 - Overall - Mary B. has a good positive approach. Evelyn still crying in Ann B.'s group. Mary B. moved around to each child during activity.

9.25 - Both teachers bring their respective activities to a close about the same time - good team work.

9.30 - Ann B's group had more cleaning up to do than Mary's - so Mary B. started a song with her group "Open - Shut Them" - good flexibility.

9.32 - Outdoor play - Mary B. reset standards for outdoors.

C. EVALUATION WITH STAFF (I observed with input as Ann and Mary evaluated).

Ann briefly discussed with Mary use of the Teacher's Manual and Materials Manual.

Question to me about "Mini Monster" - how to record names and keeping record on each child/ answer - keep notes until 1st regrouping and then record names - set time aside periodically to record in "Mini Monster." Ann noted a discrepancy in the Teacher's Manual regarding regrouping (page 27 # 4).

1st small groups - able to match color - able to wait turns - input - "very good" phrase - elaborate, be specific (M.B.); input reinforcement in L.G. be supportive and a follow-up to lead teacher -

input - teacher team planning and execution beautiful (timing especially) - only took 2 minutes to get both groups to L.G.

Ann went over with Mary how she set her standards.

Ann discussed seating arrangement may need to be changed for Roger and Patricia - they don't need to be sitting next to each other because they tend to prevent each other from following standards.

Block Plan - small groups identical with buffers. Ann has a selection of materials that are good for promoting independent activities - I asked her to make a list of these materials.

Overall good organization.

Ann is keeping anecdotal record on each child focusing in on attitude development.

They ended evaluation session and went into planning for the next day (everything was going smoothly so I left to go across hall to other classroom for their evaluation session).

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINERS

Focus in on Mary's use of positive reinforcement. She had difficulty using it at the proper times and being specific.......large group was somewhat awkward with reinforcing and supporting the lead teacher. See how both teachers are using "Mini Monster" as far as recording children's names.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, October 10, 1972
TIME: 10.15 a.m.
SCHOOL: Engelhard
PRINCIPAL: Mr. Shacklett
LOCATION: 1004 S. First St., Louisville, Kentucky
STAFF: Anne Brookes - Lead Teacher
Mary Bruce - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. To observe the day, looking for the degree of implementation of DARCEE essentials.
2. To provide feedback to staff at end of day on objective 1.
3. To follow up previous trainers' recommendations.

ARRIVAL:
Check report on Tina Stevens/Jean Mudd classroom observation.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Classroom is arranged to indicate a large group area and two small group areas. Manipulative materials are stored in bookshelves dividing room. Children's work is displayed on two bulletin boards near each small group area. Large posters of trains are displayed across front chalk board (the group will visit the train station later this week). Two bulletin boards at front of room being used to display administrative-related materials.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

10.15 - Children return from outdoor play. Boys have returned a few minutes earlier with Mary; boys go to their small group tables and look at books. Anne returns from bathroom with girls.

10.17 - Small Group Activities -

Teacher: Mary Bruce

Activity: Trace name on primary paper.
Materials: Name tags with child's name printed on it; primary tablet paper for each child; primary pencil for each child.
Setting: Ten children are seated at their small group table.
Role of the teacher: Mary has organized the material for easy access and no loss of time in each child getting the materials needed. She

had children's attention before starting the activity. She is working with individual children and being positive.
Reinforcement: Mary positively reinforced children for following standards and steps for task completition. As each child completed tracing their name, she drew a smiling face on their paper.
Standards: Appropriate standards were set for the activity.
Objectives: The objectives were inappropriate for the children and the time of year. *This was discussed during P & E Session.
Close out of activity: well organized.

Teacher: Anne Brookes -

Activity: Trace name on primary paper.
Materials: Name tags with child's name printed on it; primary tablet paper for each child; primary pencil for each child.
Setting: Children are seated at their small group tables.
Role of the teacher: Anne used very good motivating techniques; set standards and gave very clear directions; she was reinforcing children for following standards; materials had been organized to provide smooth-flowing activity.
Responding to individual needs - positive reinforcement and assistance.
Reinforcement: Anne positively reinforced children for following standards and steps for task completition.
Objectives: The objectives were inappropriate for the group and time of year (page 45 - orange section; page 73 - pink section in Mini-Monster). This was discussed during P & E session.
Closing of activity: Gave following directions - "Put name card in middle of table and I'll take your sheets of paper and pencil. Should have set standar for transition time.

10.35 - Selected Free Choice -
Choices were announced by Anne Brookes to the total group of children.
Choices: Playdough, Magic Markers and paper; Templates and crayon, Deedie Boppers (manipulative toys, similar to rig-a-jigs). - Location of choices were announced by Anne and each child was asked to make a choice.

- *Needs to announce number of children the material will accommodate.
- *Needs to set standards for each material after children choose.
- *All materials are manipulative - perhaps you should think in terms of materials that will elicit different behaviors from children.

Mary is floating between groups, interacting with individual children. Anne is working with one child at the front of the room using Mini-Monster. Children are functioning quite well.

11.10 - Selected Free Choice ended. *Need to change close of s.f.c. Mary involved the total group in singing action songs "Ten Little Indians" and "Eensy Weensy Spider" -

11.16 - Mary passed out container for used wet paper towels and unused wet paper towels to two helpers, then went to help Anne's group.

11.20 - Lunch packets are passed out by small group teachers. Lunch boxes are given to children that bring lunches. Children eat at their small group tables teachers are not eating lunch, but sitting, conversing with children (discussing food - liquid/solid; color). Lunch time is relaxed; most children ate the food.

11.42 - Transition to naptime. *Need to set standards for transition. *Need to set standards for naptime. During naptime, both teachers settle children down, then work on necessary paperwork. Children rest well - some go to sleep!

1.07 - End of naptime - Transition to small group tables - organized. Transition to Second Large Group - organized.

Second Large Group Activity -

Children are seated on the floor in a semi-circle; Anne is holding up fingers asking children to match sets of fingers. Children were asked to recall the day's activities. Children are positively reinforced by both teachers for responses. Big positive reinforcement for complete sentence responses. Children were asked to bring Fall leaves for tree on bulletin board. Played action record (wiggle, crawl, hop, etc.) Assigned specific groups to respond to record. Close out of activity: organized.

1.20 - Departure - Anne called one child at a time to line up.

C. EVALUATION WITH STAFF
Anne and Mary asked for my feedback first and they planned to evaluate and plan while I met with Tina and Jean.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
(To be followed up by next trainer visit) -

1. Use display space more effectively for children's products at children's eye level.

2. Be sure to set standards, then positively reinforce for following standards.

3. Suggested minor changes in s.f.c. routine
   A. If a material will accommodate a limited number of children, announce this with the choice.
   B. After children make choices, each teacher set standards for two materials/activities.
   C. Provide a variety of materials that elicits different behaviors.
   D. Organize s.f.c. clean up process.

4. Suggested change in bathroom routine. At this point, 6 boys are going to bathroom in classroom and 17 girls are going to bathroom in hallway. Suggested 6 boys and 6 girls use bathroom in classroom and 11 girls use bathroom in hallway during regularly scheduled bathroom routines.

5. Suggested appropriate and adequate standards be set for naptime. Follow reinforcement principle - positively reinforce children following standards.

6. Discussed appropriate use of Mini-Monster - be used as a planning guide for skill sequence and mark the children's progress on a weekly basis while block planning.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 5, 1973
School: Engelhard
Staff: L.T. Ann Brooks
A.T. Mary Bruce

City: Louisville, Kentucky
Principal: Mr. Shacklett

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2 X	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1	+1	+2 X	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

The teachers have solved the problem with E.L.S. - they're not using it.

What, if anything, did you as trainer see that disturbed you?

Nothing disturbed me. Everything running very smoothly. Very pleased.

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 5, 1973
School: Engelhard
Staff: L.T. Katina Stevens
A.T. Jean Mudd

City: Louisville, Kentucky
Principal: Mr. Shacklett

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1 X	+1	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1	+2 X	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
Tina and Jean have worked out some of their personal conflicts - there didn't seem to be any static in the air as had been true on the last visit.

What, if anything, did you as trainer see that disturbed you?
The team is still not planning and evaluating every day. This seems to be largely due to Jean's not being willing to stay.

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: February 5, 1973
SCHOOL: Engelhard
PRINCIPAL: Mr. Shacklett
LOCATION: Louisville, Kentucky
STAFF: Ann Brooks - Lead Teacher
Mary Bruce - Assistant Teacher
Katina Stevens - Lead Teacher
Jean Mudd - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe first half of day in Brooks' and Bruce's classroom and provide feedback where needed.
2. To observe second half of day in Stevens' and Mudd's classroom and provide feedback where needed - with particular reference to degree with which conflicts between 2 staff members has been worked out.
3. Focus specifically on: 1. whether or not lesson plans are being written; 2. whether or not the unit related bulletin boards are being used appropriately.
4. To get suggestions for topics to be included in the inservice next month

ARRIVAL:

Arrived at 7:40 - Went by office - Mr. Shacklett had not arrived. Was let in the room (Ann Brooks) by the janitor.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

It appears the teachers are working on the Transportation unit. There are magazine pictures of cars pasted on construction paper along one shelf - a large square containing a street scene with vehicles (train, cars, airplanes) covers the middle portion of the chalkboard (evidently the unit related bulletin board). - Various other ditto pictures are placed on the children's eye level around the room (trucks and cars).

8:00 - Ann arrived - Iva arrived a few minutes before Ann. Mary arrived around 8:05. - Iva helps teachers prepare materials for the day's activities.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

8:20 - Children begin arriving. Mary and Ann greet each child warmly at door. - Mary has paper and pencils out for her group - Ann has books available - both teachers interact with individuals in their groups. - Ann talks with several mothers as more children arrive.

8:32 - Ann takes attendance - Iva says that she will visit one of the absent children's homes today.

8:40 - Mary's group begins carrying their chairs to large group - children come up individually. Mary reinforces each child for carrying chair correctly - Ann calls 2 or 3 children up at a time. A few children make a second row behind the first row - there are 19 children present.

Large Group -

The Today Song - Pledge to the Flag - one child circles date on calendar - count the number present - say the day of the week - Hyacinth bulb discussed - Ann passes bulb around so each child can see. One child comes up front and talks about a trip to Chicago on the Amtrak. - "What's new on the bulletin board?" - children pick out traffic signs; - children asked what signs mean.

3 boys and 5 girls stand before the group - children asked to make a sentence using the word "set," then "more" and "less." - Ann sends children back to tables by using a pretend furry bird to tickle children under the chin. As each child is touched, he picks up his chair and goes back to the table.

9:00 - Outdoor Play -

I talked to Tina for a few minutes during this time. She said that things are working out better between her and Jean, however, she said there is still no effective evaluation taking place each day and Jean does not seem to put as much into the program the way she did last year.

9:40 - Mary's boys have returned to the room - 4 of Ann's boys are back - Ann is still out with the girls using the restroom.

9:45 - First Small Group -

Mary sets standards for using scissors to cut on lines. - Ann divides her group - one group is independent with templates & crayons. One group with Ann pastes traffic signs on construction paper. Both teachers are being very motivating and giving appropriate reinforcement to individual children.

Outdoor play not observed. Remainder of the day was spent in Tina's and Jean's classroom.

Tina & Jean -

10:00 - Jean has a few children back inside - Tina brings other children in after a few minutes. Children take off wraps and rest with heads on tables for about 5 minutes.

10:05 - Second Small Group - groups divided into 2 subgroups.

Jean - Independent group - puzzles - teacher directed - clock - auditory disc. Jean claps behind each child's back - child repeats series of claps and says how many times she clapped.

Tina - Independent - Pig - a - jigs - teacher directed - discussion of PLDK transportation cards.

10:25 - Story time - Story "What Mary Jo Shared" - Children very attentive even though Tina set no standards for attending. Jean puts out materials for S.F.C. during story.

10:35 - S.F.C. -

Choices: Pegs, Housekeeping center, Pig-a-jigs, Farm lotto -

C. EVALUATION WITH STAFF:
Jean informed me earlier that she would have to leave early to get home, therefore there was no planning and evaluation session held.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER:
For Stevens & Mudd - make attempt to have an open discussion about necessity of planning and evaluating every day. Hopefully this will give Jean an opportunity to talk about problems she may be having with participating in the daily planning session.

RECEIVED
OCT 13 1972
NATIONAL COORDINATION CENTER

Ok

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-5-72
TIME: 10.20 a.m.
SCHOOL: Engelhard
PRINCIPAL: Mr. Shacklett
LOCATION: Louisville, Kentucky
STAFF: Tina Stevens - Lead Teacher
Jean Mudd - Assistant
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
   a) answer questions staff has
   b) give constructive comments on specific trouble spots
   c) give positive comments on specific situations that are appropriate

ARRIVAL:
The front door was locked so I went around to the back of the building and went in the rear door. There I met up with Tina Stevens who showed me to the office where I had a brief, casual exchange with Mr. Shacklett. He and the teachers were expecting me.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -
The days schedule was written of the front board and the side board had some activities and songs listed. The classroom divided by 2 pianos. The room - appropriately bare for the first part of the school year.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
10.20 - coming in from outdoor play - Jean M. moved straight into 2nd small group - set standards - two puzzles for her group - everyone focused in on each child working the puzzle (1st time puzzles have been used)......the children were extremely patient and motivated while waiting for their turn (all small groups are doing same activity).

10.34 - All groups have started in with paper and crayons - Jean M.'s group - children reviewed the standards for using crayons & paper.

10.36 - Tina's group started cleaning up (they started crayons and paper before Jean's) - Jean picked up cue and let the children finish the picture they were on.

10.38 - Tina's group saying "Humpty Dumpty" - then she gets attention of total class - L.G. for story time - (Tina's group very outspoken - act as if they have had previous school experiences).

10.44 - (Took about 5 min. to get everyone up to L.G.). - Story - L.G. Standards: thinking caps, looking eyes, listening ears - one boy wasn't ready to come to L.G. - a place was left for him and when he got ready just before story started Tina called him up by saying "James looks ready..."

10.46 - Jean M. removed a girl from L.G. who was being disruptive (reinforcing others and resetting standards didn't help) - Tina had this girl, Lynn, in summer day camp.

10.48 - Jean M. brought Lynn back to L.G. - all is O.K. now.

10.50 - After story - children stood up and did "I'm a Little Teapot" - then Tina mentioned what they would do in L.G. the next day - dress Willie - review of day's activities.

10.52 - Tina brought out pail (children were obviously familiar with Jack & Jill) - reviewed it and then children acted it out - they enjoyed this.

11.00 - Each teacher gets group back to table.

11.02 - Each teacher then gets her group to line up - good-bye song "Our Work Is Done."

C. EVALUATION WITH STAFF (free wheeling discussion at first) - aggressive, active behavior of total group - "What causes this?" Tina and Jean noticed this the 1st day as these children had been at school for a month - their 1st day was grossly underplanned. Head start experience - 13 out of the 28 - (the teachers had already discussed the day somewhat while I was with Ann Brooks & Mary Bruce).

Tina then started in with evaluating the day - some of the children were discussed individually and how they are responding to school - having trouble with children talking too much rather than not enough.

Because of the maturity of the group teachers plan to regroup on Friday for the following Monday.

The reinforcement schedule is advanced for this time of the year - particular concern shown for Lynn (Day Camp with Tina) - She was extremely negative and aggressive in Day Camp - this was one of the reasons for removing from L.G.

Comment about Marlow - been in Convalescent home since 10 mos. - has outside drainage bag that he takes care of himself.

Tina said that she needs buffer for L.G. because the children are so mature that they "whip through it"

Songs already introduced - 'Teapot,' 'Head Shoulders....,'Row-Row...' 'Jack & Jill,' 'Humpty Dumpty' - if class moved any slower as far as activities are concerned - would probably lose most of the children and result in behavior problems.

The teachers spent a good deal of time on how they would regroup - then they planned and got organized for the next day......parting comment - the puzzles were almost too easy.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

These teachers need very little input because of their experience with the program. The regrouping situation may have turned into confusion because of the administrative problems with teacher pupil ratio. The reinforcement schedule will need to be noticed.

Check to see if Lynn is doing better with her behavior. But on the whole there were no real problems, just a surprise reaction on my part to the maturity of the group.

Why not? Don't all T's need input?
Otherwise, why have P & C meetings?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, October 10, 1972
TIME: 7.50 a.m.
SCHOOL: Engelhard
PRINCIPAL: Mr. Shacklett
LOCATION: 1004 S. First St., Louisville, Kentucky
STAFF: Tina Stevens - Lead Teacher
Jean Mudd - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. To observe the day, looking for the degree of implementation of DARCEE essentials.
2. To provide feedback to staff at end of day on objective 1.
3. To follow up previous trainers' recommendations.

ARRIVAL:

I arrived approximately 7.50 a.m. Front door was locked; I went around the building to the back delivery door. I went to Mrs. Brooke's room, but no one is here; I went to the office and got informed that they usually arrive approximately 8.00 a.m. and I could wait in the office. Iva Melton, home visitor, cam in approximately 8.00 and we went down to Tina Steven's room.

OBSERVATION OF CLASSROOM:

A. GENERAL COMMENTS

Arrangement of classroom indicates a large group area and two small group areas. A number of displays using children's products (*lots of the pictures need to be moved to children's eye level). Tina arrived approximately 8.10 and Jean arrived 8.15. Both seemed delighted I was visiting. Iva is working in the classroom between home visits. Today, she is visiting three children from Tina/Jean's; yesterday she visited children's homes from Anna/Mary's classroom.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

Children come in the classroom when the bell rings at 8.20. Children are greeted by Tina, Jean, and Iva. Atmosphere seems relaxed and accepting. All three staff members help children remove wraps. Children are seated at tables, looking at books, with small group teachers. Teachers are interacting with children.

8.40 - Snack - Snack is brought into room by Iva. Each small group teacher serves snack to their group of children. Snack: toast, jelly, oatmeal, milk. I did not hear standards set for snack. Tina is eating snack with her group; Jean is talking with her group, positively reinforcing children for eating, but not eating snack herself. Jean is doing a lot of incidental learning during snack. Jean is also verbally reinforcing children for carrying plates, empty milk cartons to trash can.

9.00 - Transition from snack to large group circle - Tina using a large name chart for children to recognize name, then bring up chairs. Jean and Iva are assisting with transition.

9.05 - First Large Group Activity -

Teacher: Tina Stevens -

Role of Assistant Teacher: Both Jean and Iva are functioning well as assistan teachers.

Setting: Children are seated in chairs in a semi-circle. Tina is seated at th front of the semi-circle; Iva is seated opposite Tina; Jean is seated behind her group of children on Tina's right.

Positive reinforcement: Both Tina and Jean are verbally reinforcing children for appropriate responses.

Standards: Few standards were set.

Content and sequence:

1. "Open, Shut Them" -
2. Sharing -
3. "Three Little Mittens"
4. Directional game using four basic shapes (brown, purple) on flannel board. Children are being asked to recognize shapes. Incorrect responses handled appropriately.
5. "Baa Baa Black Sheep" -
6. Introduction of new piece of housekeeping equipment.
7. "Jack & Jill" (high pitch) -
8. "Row, Row Your Boat" (low pitch) -

Closing of activity: children are prepared for close of activity.

9.16 - Transition to small group tables - organized and smooth.

First Small Group Activities -

Teacher: Tina Stevens -

Activity: Making a design on pegboard following teacher's verbal directions.

Materials: Pegboard for each child, pegs in plastic container for each child.

Setting: Nine children are seated at three small tables in a U-shape formation.

Role of teacher: It's obvious from the smoothness of the activity, Tina has planned and organized the activity well. Tina is conducting the activity in a motivating manner, individualizing.

Reinforcement: Positively reinforcing individual children, verbally.

Standards: Appropriate standards were set.

Objectives: Appropriate for group and time of year.

Close of activity: Children are prepared for close of activity.

Teacher: Jean Mudd -

Activity: Cutting 'family members" from magazines.

Materials: Magazines, scissors, construction paper booklets, paste.

Setting: Children are seated at three small tables. Children are allowed to move to floor to cut out magazine pictures.

Role of teacher: Jean has materials ready, but hasn't organized the activity to include the differences in completition times for individual children. Perhaps the activity should have been planned for two activity periods:

1. Select and cut "family members" from magazines -
2. Paste cut out magazine pictures in construction paper booklets -

Reinforcement: Jean is positively reinforcing some of the children; some remarks are not reinforcing ("I like the way so-and-so is keeping her mouth shut!")

Standards: General standards were set, but specific task-related standards weren't set.

Objectives: Objectives were appropriate for the group of children and appropriate for the time of year.

Close of activity: very hectic -

Transition to outdoor play.

C. EVALUATION WITH STAFF

Tina and Jean had their planning and evaluation session while I was with Anne and Mary. We generally discussed the day and I made the following recommendations. (See Recommendations for Follow-Up Trainer).

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
(to be followed up by next trainer visit) -

1. Children's products and teacher displays should be on children's eye level.

2. Be aware that remarks intended to be reinforcing are phrased appropriately and indeed are reinforcing.

3. Be aware of individual differences and organize activities to insure success for each child. See notes on Jean's activity.

4. The staff felt they had moved too fast with independence - oriented activities and needed to move back to more specific standards and teacher guidance with materials. I agreed.

5. Suggested some form of communication with parents regarding times teachers were available for discussing children, milk money, etc.

RECEIVED
OCT 11 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Thursday, Sept. 7, 1972
SCHOOL: Jones School
PRINCIPAL: Mrs. Rosemary Bell
LOCATION: 1711 South 13th St. Louisville, Kentucky 40210
STAFF: Janice Ervin, L.T., Gail Jones, A.T.
TRAINER: Julia Z. Stinson

OBJECTIVES FOR VISIT:

1. For trainer: Make initial contact with principal at Jones School.
   Evaluate in part, the staff's ability to implement the DARCEE program based on input during pre-service training (classroom start-up).
   Observe the classroom day's operation and give staff constructive feedback at end of day.
   Provide support for staff in face of problems (lack of materials, larger than 10-1 ratio).

ARRIVAL: Arrived at principal's office approximately 8.10. Conversed briefly with principal, Mrs. Rosemary Bell. She responded warmly to our visit. I went immediately to Janice's classroom, a portable in back of main school building. Janice did not arrive until 8.24. Gail arrived at 8.27.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

The classroom is located in a portable at the back of the main school building. Room is painted a pastel blue, pleasant. There is a chalk board - bulletin board on one wall; coat hangers, storage cabinets on a second wall; two windows with a chalk board on a third wall; two windows with a bulletin board on a fourth wall. There is no bathroom facility in classroom. Beige floor tile. Room arrangement indicates two small group activity areas; tape on floor facing chalkboard indicates large group circle area.

Tables and chairs are children's height (2 round tables - relatively new, 3 rectangular tables - not as new as round tables). Chairs were still on top of tables when children and staff arrived. Children helped remove chairs.

Schedule posted on chalk board.

Bulletin board - children's paste and paper products/happy faces (magazine pic), white faces (only 1 white child in class).
Equipment available in room - unit blocks, 1 indoor climbing equipment, about 20 pegboards, pegs, paper plates, one tablet of construction paper, 1 pkg. of news print, teachers have made treasure boxes - each child has brought a change of clothes.

Posted Schedule

8.20 - 8.30 - Greeting
8.30 - 8.50 - Large Group
8.50 - 9.00 - B.R.
9.05 - 9.25 - Snack
9.25 - 9.40 - 1st Small Group
9.40 - 10.05 - Play
10.05 - 10.10 - B.R.
10.10 - 10.25 - 2nd Small Group
10.25 - 11.00 - Lunch
11.00 - 11.10 - B.R.
11.10 - 11.25 - S.f.C.
11.25 - 11.45 - Play
11.45 - 1201 - 2nd Large Group

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.37 - Transition to Large Group.

Janice got the attention of the children; announced time for large group; called each child by name to bring chair to large group. Positively reinforced each child verbally for carrying chairs appropriately. Gail is assisting children. Janice asks children if they remembered how to come to large group. Transition very smooth despite children still arriving.

8.40 - Large group Activity. 21 children present.

Janice has just started to introduce new material; is interrupted by P.A. System. Did not set standards for large group.

Material: Musical instruments. Introduces each instrument; labeled, had children repeat.

Gave clear directions - I'm coming around circle and each person picks one instrument, then ask children how many. Children responded. Set standard of keeping instrument quiet on lap "till I tell you what to do with them." Gail is moving around group helping children keep instruments quiet.

Sang "Where is Mary" -

Gave clear stepped out directions; positively reinforced children for following directions. Positively reinforced children for responding to song.

Needs to be specific with positive reinforcement (continue to say "good" - not specific). Positively reinforced total group.

Gave children a choice - sing "Five Little Ducks" or "If You're Happy" - children chose the latter.

Sit up up big and tall - some children had difficulty understanding (confusing sit, big, tall and standing). Janice had a great deal of patience with children.

"If You're Happy" sung with gusto and actions.

"Three Little Ducks" with actions.

Prepared children for bathroom routine - set standards - listening ears - take chair back to table, push under table, walk to the door when I call your name.

Put zippers on in the hall.

9.04 - Transition from large group - very organized and smooth.

9.15 - Snack. Children return from bathroom; hand washing.

Teacher: Janice

Janice delegated child to pass out napkin, straws. Janice passed cookies.
Standards: *No standards set for snack.

Teacher: Gail

Gail delegated a child to pass napkins and straws.
Standards: *No standards set for snack.
Gail gave each child a cookie.

Both groups said blessings before eating snack. Very little conversation with children.

*What concepts and skills could have been discussed during snack? (Round cookies, flavor of cookie; liquid - solid; shape of napkin; color of napkin, cookie, milk.

Gail giving children negative feedback.

As each child finished snack - put empty milk carton in trash can.

9.30 - 1st Small Group Activity

Janice -
Set standards - listening ears - looking glasses - children responded well to standards - Janice introduced activity - demonstrated (drawing circles with red crayons).
Did not have a box of crayons for each child. Not write on paper till I tell you what to do.
Up moving around table.
*Jumping sequence - repro. circles.
Objectives: (Lesson plans are written).

Gail -
Set standards - hands in laps - listening ears - looking glasses - zippers on. Children not responding.
Gave out 1. paste; 2. strips of colored paper. Did not have standard for use of paste.
Introduces activity - make chain with colored strips of paper. Children using big blobs of paste; not using pointer finger. Up moving around table.
Objectives: (Lesson plans are written).

Close-out - Put crayons back in box; did not put child's name on products.

Gail continued to give negative feedback.
Close-out - needs some organization.

9.48 - 9.52 Transition to outside for Janice's group; organized - *went before Gail's group was ready.

*Gail focusing on negative behavior - "if you aren't quiet, you can't go outside" - should have been focusing on children sitting quietly. No standards set for transition time to outdoors.

10.15 - Children and teachers come inside from outdoor play.

2nd Small Group Activity

Janice -
Introduces activity - set standards - in chair, for paste, hands in lap, strips stay on table till I tell you what to do.
*Could have had strips and paste organized.
Demonstrated one step at a time.
Lots of non-specific positive reinforcement from Janice to children.
Children obviously feeling a sense of accomplishment in being able to make the chain.
Janice had to leave classroom - prepared children for her leaving - "I know you can sit big and tall while I'm away."
Close-out - Put top on paste. Collected chains. Stay in chairs. Not following up with positive reinforcement.

Gail -
Focusing on negative behavior. Children not attending to introduction of activity. "If you don't listen" - not positively reinforcing children that are attending. Did not have directions of which colors to use. Continues throughout activity to focus on negative behavior with negative statements.
Having "private" conferences with children; I can't hear exchange.
*Gail lost control of group - making threat - "If you don't get quiet you can't go to lunch."
Penaltizing some children for other children's behavior.

10.35 - Transition to lunch - when I call your name - line up.

11.30 - Return from lunch to classroom - rest period at tables.

Janice's group is resting pretty good - Gail's group is ansy - Janice removes one child from Gail's group to time out corner. Gail is still focusing on inappropriate behavior.

11.35 - Structured Free Choice. Janice announced choices; and location Dress up clothes - located in corner crayon and paper - located at Gail's table clay - located at Janice's table.
*Suggestion for S.F.C. - 1 person supervise dress up corner - 1 person supervise clay (crayons and paper can be left unsupervised).

*Suggestion for dress up corner - put tape on floor to indicate boundary for area.

*Suggestion for S.F.C. - no standards set - standards should be set after children make choices. Set standards for clean-up process.

11.55 - End S.F.C. - Review of day at tables. Janice let irritability show. Directed child to take papers out of desks to take home.

*Should have positively reinforced children for walking - staying in line.

12.07 - Departure.

Planning and evaluation session lead by trainer on suggestion of Janice.
Recommendations made during planning and evaluation:

1. Focused on process of behavior management.
    - a. Set standards of expected behavior
    - b. Positively reinforce for appropriate behavior
    - c. Ignore inappropriate behavior
    - d. If inappropriate behavior is disrupting group, remove child from group.

2. Suggested the ratio of white faces - black faces on "happy poster" be reversed on bulletin board. Happy poster contained several white faces, one black face. Classroom population - 21 black children; 1 caucasian child.

3. Suggested possible sources for magazines, other "scrape, beg, and borrow" materials since classroom is virtually bare of teaching materials.

4. Suggested using ice cream cartons (seen at Roosevelt - Pam and Geneva's room on Tuesday) for storage containers for children's personal belongings.

5. Suggested using wet paper towels placed in a large can near table for hand washing routine after paste, clay, other "messy" activity.

6. Reemphasized the importance of each teacher evaluating their group at end of day.

7. Suggested new table arrangement: (retangular tables are too narrow); suggested placing two narrow rectangular tables together for Gail's small group; combining two round tables with a small rectangular table for Janice's small group.

8. Suggested changes in short-day schedule to accomodate full-day schedule.

9. Positively reinforced for 1. physical arrangement of room; 2. schedule; 3. Janice's use of behavior management techniques.

10. Suggested both groups "finish" at same time when transition involved all children (to outdoor play, bathroom routine, lunch, departure).

11. Suggested changes for handling selected free choice 1. each small group teacher supervise an activity - have one independent activity; 2. suggested tape be used to mark a boundary for dress-up area; 3. suggested setting standards for each choice after children have chosen and gone to the specified area; 4. suggested limiting number of children in dress-up area, housekeeping area; 5. each teacher responsible for an activity - set standards for clean up of that activity.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Team seems to
work well together
Rather DARCEE like

DATE: Wednesday, October 11, 1972
TIME: 8.00 a.m.
SCHOOL: Jones School
PRINCIPAL: Mrs. Bell
LOCATION: Louisville, Kentucky
STAFF: Janice Ervin - Lead Teacher
Gail Jones - Assistant
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe the overall classroom operation (implementation of the DARCEE essentials) and provide feedback to staff.
2. To follow up on previous trainers' recommendations to staff. How?

ARRIVAL:
Arrived at 8.00 a.m. - stopped briefly by Mrs. Bell's office - Janice was in the office.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS:
Classroom was locked - Janice unlocked door after a couple of minutes. Chairs are still stacked atop the tables - room very neat and organize A parent arrived with a child - she and Janice stand at the door talkin Janice and Gail have obviously been working on the All About Me unit. There are outlines of some of the children's bodies on butcher paper a different points around the room. There is a corner bulletin board completely covered with various black faces cut from magazines. Above the chalkboard are poster prints all the way across. Most of the children' work on the walls is at the children's eye level, however, some pictures begin at eye level and extend upward on the walls much above the eye level of the children.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:
8.25 - Gail arrives - makes preparations for the day. Children begin arriving - Gail greets some of them, talks briefly to parents, collect lunch money, etc.- Chairs at Janice's table are still stacked - children stand beside the table - after a while Gail places the chairs on the floor.

8.33 - Janice returns to the room - there are, so far, 12 children present - 6 at each table. - Children are still arriving - ones already are sitting with nothing to do - but doing well.

8.40 - Janice announces large group - call 3 children at a time - Gail helps children get seated - reinforces some for carrying chairs properly.
Janice - "When I call your name, what are you going to say?" A child responds "here." Janice calls roll - responds with "good" after each child responds with "here." - 18 children present - 20 enrolled. - Janice asks for suggestion for songs. Song - "Where Is Thumpkin" - all children sing and participate in actions. Another song - "Mr. Yellow Bird" - Gail walks around behind group - prompting children to sing their names.

9.51 - Janice tells group - "We have time for one more song." "Mary Had a Little Lamb." - Introduction of "3 Bears" story - Janice reads story and puts flannel characters as she reads - children help tell the story - some children are moved to rug in order to see - there were no standards set except for "sit big and tall." The children know the story well and respond enthusiastically. Children on floor are doing a good job sitting. - Story ends - Janice takes characters off flannel board.
Songs - "If You're Happy" - "Three Little Ducks" -
Introduction of oven that will be used to make toast - very brief. Good standards set for going back to tables, lining up, walking in hall, etc.

9.10 - Fire drill - all children quickly line up - stand on sidewalk, then come back in - very orderly - Janice gets children back to tables - then line up at door - announcement over intercom produces a lot of static - Janice call office - intercom is turned off - children are taken to bathroom - while standing in line before the group left - Janice had "private" conversation with one child - only thing I could hear was "you know better."

9.23 - Group returns to room - Gail's group is alone - Janice gives directions for "Mrs. Jone's group to sit with hands in laps - zippers on until she comes back" - Janice begins her activity - making toast.
Gail returns shortly - sets standards - reinforces for waiting with hands in laps - her group is also going to make toast. Gail gets oven toaster - plugs it in - passes out small paper tray, forks and napkins. Asks children what do we need to do with our napkins and forks - children respond by - "leave 'em on the table." - Each child gets a slice of bread and a pat of butter - Gail demonstrates how to spread butter on bread - children do a good job with the butter - cinnamon and sugar is sprinkled on each child's bread - Gail gives some children a little on fingers to taste - Gail says "Tell me how it tastes" Most children say "good." - Cups are passed out - Janice has already put some of children's bread in oven - re-sets standards for letting forks stay on plates - passes out milk - "Leave milk sitting in front of you."

Discussion of chocolate put in the milk - milk has been poured into cups toast is slow cooking - children have been waiting to eat for about 20 min. Children at Gail's table are becoming restless as Gail cuts oranges in half and passes them out - Janice's group has started eating.
Gail discusses shape, color, taste of orange - lets children go ahead and eat orange.

10.00 - Janice's group has just about finished - Janice collects milk cartons - wipes off table. Gail asks children to tell her what they had to eat - how the milk was made into chocolate milk, etc. ~ [illegible] ?

10.08 - Both groups finished except for a couple of children - Janice begins lining her group up at door.

11.20 - 11.30 - Outdoor Play -

11.30 - 12.15 - ~~Naptime - Janice very negative with group coming from lunch-~~room. No reinforcement at all during lunch or naptime - no standards set for either. Children are called up to get folding foam pads for nap. - Janice tells each child "You know where you belong."

12.25 - Children return to room from bathroom - 2nd Small Groups - Good standards set by both teachers - Gail passes out sheets of plain white paper - baggies with shapes, paste - Gail not reinforcing enough for following standards. Gail holds up red square - "everybody take your large red square out" - each child takes square out of baggie - Gail demonstrates putting paste on square - shows children where to place square on bottom center of paper - children paste square - then blue triangle for roof of a house - blue rectangl for a door, yellow circle for the sun.
Janice and Gail do a very good job of setting standards and demonstrating, but are not doing much reinforcing at all. The children are very motivated and are doing a great job with the paste.
Gail passes out boxes containing crayons - tells children to take out green crayon - draw grass - most are not able to color in right place but try hard. Gail writes names on pictures. Collects crayons and pictures.

f no problems, hy [illegible]

12.50 - both groups finished - Janice prepares to announce S.F.C. - announces choices - sets standards for each area - boundaries; 4 choices - housekeeping center, Tinker Toys, sewing cards, toy wooden trucks. - Gail is interacting with 5 children in housekeeping area - Janice is with Tinker Toys in large group area. Sewing cards and trucks are independent - one child has been standing waiting to play with a truck (there are only 3) - Janice nor Gail have noticed him. Gail finally noticed him after about 15 minutes and asks another child to share with him.

1.18 - Clean-up - noisy, but orderly -

1.23 - Janice announces "time for listening ears" - names individual "children at both tables who are ready." - Review of day - Janice had children recall the day: making toast - pasting houses - then passes out "sparky" comic books for children to carry home - Gail passes out notes and pictures pasted earlier.

1.35 - "Get On Board" song - children get coats - line up at door - go home.

C. EVALUATION WITH STAFF

Janice and Gail listened to the comments I made about the day. I specifically reinforced Gail for being very positive with the children all day. She commented that she felt much better about being in the classroom since the number of children enrolled has been reduced. She admitted that the last time we visited she was under a lot of pressure and consequently knew she wasn't doing a good job

I also reinforced both Janice and Gail for the obvious teamwork that existed. Janice discussed, at length, some of her feelings about Helen Reutlinger and Margaret Lee's relationship. She indicated that Helen was not accepting her share of the responsibility in that classroom. She had a lot of other personal feelings about Helen and voiced them in very strong terms. Gail was not as verbal but she was supportive of everything Janice had to say.

They both strongly suggested that Helen shouldn't be allowed to be teaching in a classroom with the population of kids that the DARCEE program deals with. After being in Helen's classroom and listening to Sue's account of her day observing in Helen's classroom, I'm inclined to agree with Janice. (I didn't say this to Janice, however). I did tell her, we (trainers) were aware of most of the problems in each of the classrooms we visit and that we always try to rectify those problems in whatever way we can whenever we see them.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
(check to see if the following recommendations made to the staff are being carried out). — really should give w/l follo

Janice and Gail -

1. When children sit the entire time during large group - use stand-up action song before going back to table. Always?
2. Could have let children come over a few at a time to watch toast cooking in oven. Always? -
3. Help children learn to address teachers by Mrs. Jones and Mrs. Ervin instead of "teacher."
4. Standards need to be set for behavior expected during naptime before children lie down
5. Need to have a quiet table activity at S.F.C. - not all noisy - active floor activities. — sewing cards are not active!
6. Since there are only 3 trucks - a teacher needs to supervise that activity and make sure the boys take turns playing.
7. Add some pretend eating utensils to housekeeping area (plastic silverware, paper plates and cups - empty food cartons, etc.)
8. Need to reinforce children more during transition times, especially walking in hall - lining up, staying in line, etc.
9. Take old pictures off wall for children to take home - put current work on the wall.

L.P's?
P & C mtg?
Sequences?

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Wednesday, February 7, 1973
School: Jones
Staff: L.T. Janice Ervin
A.T. Mrs. Armstrong

City: Louisville, Ky.
Principal: Mrs. Bell

Trainer
Submitting
Report: Julia E. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1 X	+1	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1 X	+1	+2	
4. Roles & Responsibilities	-2	-1 X	+1	+2	
5. Teacher Preparation	-2	-1 X	+1	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1	+1	+2	X
9. Materials Use & Development	-2	-1 X	+1	+2	
10. Reinforcement & Behavior Management	-2 X	-1	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
1. Physical arrangement allowed for 2 small group areas and 1 large group area.
2. Large group activity related to field trip to be taken later in day.

What, if anything, did you as trainer see that disturbed you?
1. Lack of positive reinforcement.
2. Lack of motivational techniques.
3. Lesson plans aren't being used - lack of planning.
4. Skill level not appropriate.
5. Materials not organized and easily accessible.

What were the skill objectives and attitude objectives listed for today?
There were no lesson plans, therefore no skill and attitude objectives listed. During observation I could isolate certain skills being worked on but teachers weren't aware of them.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, February 7, 1973
SCHOOL: Jones
PRINCIPAL: Rosemary Bell
LOCATION: 1711 South 13th St., Louisville, Ky.
STAFF: Janice Ervin - Lead Teacher
Mrs. Armstrong - Substitute Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe the day's activities, looking for the degree of implementation of the DARCEE model. Specific follow-up on items discussed in last in-service (1. Block planning being done as a staff effort on a weekly basis; 2. Lesson planning by each teacher (L.T., A.T.) on a daily basis; 3. appropriate use of bulletin board in relation to unit being taught; 4. attitude development in relation to skill sequence and use of positive reinforcement; 5. use of motivational techniques).

2. Give staff feedback in relation to objectives 1 and 2.

ARRIVAL:

I arrived at Jones at 8:15 a.m. and went directly to the office to inform Mrs. Bell of our visit. We informed her we would have time to discuss the classrooms after our observation. She was anxious for the conference.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Room arrangement indicates two small group areas and a large group area. Children's products displayed (set-numeral crayon products; color-in-the lines by alphabet dittos; free-hand drawings of family; paste and magazine pictures of family; paste and paper drawings of children; set-numeral paste products; alphabet practice) some at eye level, others above eye level. Teacher-made products displayed ("A Happy Family" corner bulletin board; 26 alphabet cards above chalkboard - both capital and lower case; school and children's homes on corner bulletin board; nursery rhyme pictures above two chalkboards; fall scene over coatracks.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8:30 - Children have been involved in various child-selected activities (puzzles, numbers board, books). Janice informs children it's clean up time. Children reluctantly put materials away with much reminding from Janice. Mrs. Armstrong arrived at this point.

8:40 - Janice directs children to sit up big and tall with zippers on. Children respond but no one is positively reinforced for following the standards.

Transition to large group: Janice calls children individually to large group circle. Transition is well organized and smooth. No one is positively reinforced for carrying chairs appropriately, but one child corrected for carrying chair inappropriately. Situation handled well. Process interrupted by office phone. Children wait well during interruption.

Large Group Activity -

Teacher: Janice Ervin

Setting: Children are seated in chairs in a semi-circle facing a chalkboard. Janice is standing at front of semi-circle. Mrs. Armstrong is sitting behind her group of children.

Sequence and Content.

1. One child counted children present (18). Children raised hand and Janice chose one child to count.

2. Janice asks children to raise hand if they had a favorite song they wanted to sing. Sang: "Good Morning, Mr. Yellowbird." All children sang well. - Sang: "If You're Happy" - all children participated.

3. Reviewed left and right - sang "Hokey Pokey." Several children did not know right and left.

4. Children initiated conversation about James Brown and the Jackson Five.

5. Book - True Book of Circus - Standards well set; Janice read book, holding book so all could see. Children attending beautifully. (There's a field trip to the circus later today). Conversation erupted again, this time relating to midgets. (9:05) Children are getting restless.

9:10 - End of large group. Janice assigned line leaders and briefed them on the rest of the day. Set standards for walking in hall and keeping zippers on. Transition from large group area to doorway - fair.

9:26 - Children return from bathroom - physical conflict between four children. Assistant handles the situation by saying "She's going to get you."

9:28 - First Small Group Activities -

Teacher: Janice

Activity: Cutting letters of the alphabet and pasting in sequence (A B C D E).

Standards: Janice asks everyone to sit up big and tall and listen.

Materials: Sheet of paper (blocked off) with letters of alphabet (A B C D E) for each child; scissors; paste.

Content and Sequence: Janice introduced the activity by asking the children to name the letters they had worked on so far. Children name ABCDE. Janice wrote these letters on the board with colored chalk. Then Janice demonstrated cutting out letters and pasting in sequence on her sheet of paper. No one was positively reinforced for attending, but some children were reprimanded for not attending. Materials are distributed to children (sheets of paper with letters, blank sheets of paper, scissors). Janice set standards for pasting appropriately. Paste is put on swatches of paper for each child at this point. Constant resetting of standards but no positive reinforcement for those following standards. One child holds up a completed sequence and gets only a nod of approval from Janice. Activity is interrupted by an announcement from office of a disaster drill at 10:00. Clean up process is hectic. Teachers collect partially completed products, write children's name on it, paper clip together. Children collect scissors. Janice gives directions to total group from her small group table. Children are not attending. Janice stands at doorway and demonstrates disaster drill procedure and sets standards (walk, zippers).

10:07 - End of disaster drill.

Teacher: Mrs. Armstrong

Activity: same as Janice's activity.

Standards: Did not hear standards set.

Materials: Same as for Janice's activity.

Content and Sequence: Mrs. Armstrong introduced the activity by asking children to recognize ABCD. Children are guessing other letter names; some children aren't attending. No positive reinforcement being used for those children able to recognize letters or attending. Mrs. Armstrong demonstrates the process of cutting out letters and pasting in sequence. Materials are passed out at this point (blank sheets of paper, sheets of paper with letters on it, scissors). Most of the children are finished cutting letter A before Mrs. Armstrong can get paste handed out. Most of the children are having difficulty pasting neatly, spacing letters, placing letters in correct sequence. Activity ends same as Janice's activity.

Role of teacher: Both teachers are not using positive reinforcement. Materials were not organized and near their tables (scissors were collected from desk, blank sheets of paper from room divider, paste not ready). Skill objective inappropriate. No indication that attitude objectives are being focused on.

10:07 - Outdoor playtime will be held inside. Janice announced activities available but did not mention location or standards.

Ringtoss game, Rocking boat, puzzles, large building blocks, seesaw, balance beam, indoor climbing gym - did not announce books and stacking cones but these articles were taken from shelves. Neither teacher asks children to return items to shelves. Neither teacher involved with children during playtime.

Observed in other classroom for rest of day.

C. EVALUATION WITH STAFF

I met with Janice during naptime. The group was scheduled to go to the circus following the dismissal of school. The session took the form of my giving feedback to Janice. Mrs. Armstrong stayed with the children during naptime.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Recommended the front chalkboard be used as the bulletin board ("growing bulletin board") for the unit Neighborhood and Community to be started after Valentine's Day.

2. Recommended children's products be displayed in an organized fashion near small group tables as much as possible.

3. Recommended positive reinforcement techniques be used more consistently than I observed today.

4. Questioned the appropriateness of the skill level of the first small group activity. Janice assured me they were following the steps of match, recognize, identify. I recommended moving back to the matching step with part of Mrs. Armstrong's group.

5. I asked Janice if they were writing lesson plans. Answer no. I again went over the rationale and suggested their usefulness as a tool for sequencing skill development.

SITE VISIT REPORT

DATE: March 6 - 7, 1973
SCHOOL: Jones
PRINCIPAL: Mrs. Rosemary Bell
LOCATION: Louisville, Kentucky
STAFF: Helen Peutlinger - Lead Teacher
Margaret Lee - Assistant Teacher
TRAINER: Carolyn Marsh

This visit to Helen Peutlinger and Margaret Lee's classroom was planned so that I could do some demonstration teaching on Wednesday. I was to go directly to the school from the airport on Tuesday afternoon to plan for Wednesday with the staff.

I arrived at Jones around 1:30 p.m. Margaret and a substitute were straightening up the room. All the children had gone home.

Margaret informed me that Helen did not come today; she didn't know why and that she (Helen) had said Mrs. Bell indicated that there would not be a trainer coming today as planned.

I planned an activity to conduct with Margaret's group the next day and decided to wait until the next morning to plan with Helen for what I would do with her group.

Wednesday, March 7 -

I arrived at the school early so that I would have plenty of time to get together with Helen and plan an activity. Helen was not there nor did she come in at all during the day. Margaret didn't know whether she was coming or not.

Mrs. Bell came into the room a few minutes after the kids arrived to ask if I would be in the classroom all day. I told her I would. She then informed me that she would not need to send a substitute over, that being the case.

I attempted to get some decisions made with Margaret about how the day would go. All I got from Margaret was "sometimes we follow the schedule, sometimes it varies, it all depends......." "I don't know where the children are in Helen's group; I had them but I don't know what she's done since she's had them........" "Helen doesn't have anything planned for large group but you can go ahead and do it if you want to........"

I told Margaret we would follow the schedule on the wall and that I would handle the 2 large groups and transition times.

All in all the day went well considering the small amount of preparation done. I had not anticipated substituting for Helen today, other than for one small group activity.

Having had a certain amount of experience this year with having to function under similar inconsistencies I prepared to make the most of the situation and hoped that some value would be derived from the experience other than saving the Louisville school system $30.00.

All of Helen's "problem" children must have decided to leave their problems at home today. There was some inappropriate behavior during the day but nothing that a little more praise given on a consistent basis wouldn't cure. A couple of the children in her group have very low frustration levels so I had to change strategies "in mid stream" during the small group activity to accommodate them.

By the time naptime came the children were very hyper. I conferred with Margaret and decided to make some impromptu motivation badges. This went over with a big bang with the kids and I was pleased to note, with Margaret as well.

The kids responded beautifully in last large group. They enjoyed learning the "I'm so glad I came to School today" song and were very excited about the badges for being "good resters" at naptime. ("Good rester" was stepped out specifically when I introduced the badges at naptime).

Bettie Taylor came in during S.F.C. and provided me with some much needed reinforcement at the end of the day! I did not spend time discussing the day with Margaret. The children stayed 30 minutes late to watch a play being presented for the total school.

Helen was present at the inservice the next day. She did not mention my visit to her classroom, nor did I.

From various indications Helen has been very unhappy with her experience in the classroom up to this point and will probably not be returning to this classroom after this year.

I think she has made a wise decision!

*Lesson plans attached.

DAILY LESSON PLAN

DARCEE CENTER Jones

Teacher's Name Carolyn Marsh Group 1st Large

Date: March 7, 1973 Time: Instructional Theme

Objectives:

1. The children will be able to attend to and follow standards.

2. The children will be able to sing their names during "Mr. Yellowbird" song.

3. The children will be able to name an animal on the bulletin board from clues given by me.

Page(s) found in Mini-Monster Page 59

Activity:

How will you present materials?

1. Set attending standards.
2. Introduce myself.
3. Tell children why we will sing "Mr. Yellowbird."
4. Sing song.
5. Set task related standards for naming an animal on wall.
6. Give clues - call on children raising hands.
7. End with "Baby Bumblebee" song.

What will you have the children do with the materials to accomplish the objectives?

Materials to be used:

Buffer:

Evaluation:

All children attended to my introductory "spill" very well. One child said he remembered seeing me before. Lamont was the only one who would not sing his name. He did not get upset when I skipped over him and went on to the next child. He was very attentive, however, while each child had a turn to sing, so I went back to him later. He did not sing but did say his name.

I feel that my first 2 objectives were met successfully. The children responded beautifully.

Objective 3 was not met successfully. The children had a very difficult time associating clues with the correct animal. There was a lot of guessing. Tony, Regina and Chantay(?) guessed the porcupine, fox and bear. Lamont said the word "protection" (almost) when I asked what the porcupine used his quills for. Charise and Angela had trouble raising their hands and waiting to be called on. I had to very obviously praise children close to them for doing this. I made an effort to immediately call on them as soon as I saw their hands up. I also had to give them several "easy" clues and they still could not give the correct answer. I let Frances go up and touch an animal I described since she didn't seem to know the name (beaver). I cut the activity after about 7 minutes because for most of the children listening to clues and then thinking through what animal was being described seemed too difficult.

I had anticipated that since the animals were on the wall the children would have been more familiar with each one than that they were today.

We sang "Baby Bumblebee" (my version and theirs) and went back to the tables 3 at a time. Transition was very smooth. All children reinforced at end for doing a good job in large group.

DAILY LESSON PLAN

DARCEE CENTER Jones

Teacher's Name Carolyn Marsh Group Helen Reutlinger's 1st small group

Date: March 7, 1973 Time: 8:50 Instructional Theme

Objectives:

1. The children will be able to produce sets to correspond to a designated numeral 0 - 8.

2. The children will be able to identify numerals and associate numerals with a given set 0 - 8.

3. The children will be able to take turns and follow directions.

Page(s) found in Mini-Monster Page 20

Activity:

How will you present materials?

1. Set attending standards - introduce self.
2. Set task related standards - keep paper on table, hands in laps, keep pieces on table.
3. Pass out materials.
4. Have each child reproduce set given.
5. Collect pieces - make sets - have children hold up numeral if it matches my set.
6. Prepare children for clean-up few minutes early.
7. Let them manipulate pieces. If time permits do some comparison of numbers of felt pieces.

What will you have the children do with the materials to accomplish the objectives?

Materials to be used:

1 sheet of plain white paper for each child -
Felt Cutouts -
Felt numerals 0 - 8 -

Buffer: Crayons and paper.

Evaluation:

The activity deviated somewhat from what was planned. The activity was designed for Margaret's group and I had not anticipated conducting large group; therefore it was not necessary to go through the introduction bit as I had planned.

The children attended to introduction of activity. I shook the box of cutouts for children to guess what "we were going to play with" - a couple of children guessed paper (and were reinforced for "good guesses").

Charise had a hard time keeping her hands in her lap while materials were being passed out, but immediately put them back in her lap when others were reinforced for doing so.

All children were able to produce sets to correspond to the numerals they were given (one at a time) with exception of Charise and Angela. They both had trouble with "5" - Lamont went up to 8 but did not recognize the numeral 7 or 8. He did beautifully reproducing the sets of 7 and 8, however, when I gave him the label. They also did well guessing what each others numeral was after I whispered to each child what set he was to make. I let them manipulate the pieces a few minutes before clean-up and gave them each one crayon to trace around any one object they wanted to. Most kept the pumpkin or tree.

The materials were taken up and standards were set for lining up to go to bathroom - each child told me one thing he would try to remember to do on the way to the bathroom.

RECEIVED
OCT 13 1972
NATIONAL COORDINATION

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-7-72
TIME: 8.10
SCHOOL: Jones
PRINCIPAL: Mrs. Rosemary Bell
LOCATION: Louisville, Kentucky
STAFF: Julie Koff, L.T., Marie Trice
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
   - a) answer questions staff has
   - b) give constructive comments on specific trouble spots
   - c) give positive comments on specific situations that are appropriate

ARRIVAL: Met briefly with Mrs. Bell and went on to classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -

Old portable classroom - tables and chairs approximately arranged for small group areas. Pictures are not at children's eye level. Lesson plans have no buffers.

Day's Schedule

8.00	- 8.30	Greeting
8.30	- 8.45	Bathroom
8.45	- 9.05	Snacks
9.05	- 9.25	L.G.
9.25	- 9.40	S.G.
9.40	- 10.15	Play
10.15	- 10.30	L.G.
10.30	- 11.00	Bathroom
11.00	- 11.25	Lunch
11.25	- 11.45	S.F.C.
11.45	- 12.01	L.G.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
(L.T. - lead teacher - A. - Assistant)

8.15 - Children are straggling in - teachers in small groups - each child is spoken to when he/she comes in - children are sitting quietly at their tables and talk somewhat with their teacher.

8.30 - Children appear to know how to behave in their groups (sitting etc.) and some don't seem to be awake. - Bell just rung in main building.

8.33 - Day started by J. - reinforcement to total group for coming in and sitting down where they belong - std. reviewed briefly for going to bathroom. 2 boys a little roudy - no major problem; reinforcement of others.

8.36 - Everyone ready ~~for~~ bathroom - message comes in over intercom.

8.41 - Announcements over - children had to wait in line during this time.

8.41 - 9.00 - Bathroom - walked to other building - children walked in a relatively good line - proper reinforcement from both teachers - then to lunch room for snacks - children waited at table while both teachers got snack to bring back - only slight confusion coming back.

[illegible]!

9.00 - L.T. passing out snacks - as napkins are passed out children count (1 to 1) with teacher - same with straws and cookies. A. asked children what kind of cookies "Oatmeal" - what color "Brown" - A. "Good, you remembered" - one milk short in L.T.'s group - will someone share with........., a little boy volunteered, good reinforcement for sharing by L.T. "Wait til Mrs. Koff tells you you can throw your trash away." A. "When I call your name throw your trash away."

9.10 - One at a time children get up and throw their trash away.

9.15 - Just about everyone has finished. - One child in L.T.'s group still drinking milk - "It's time to get ready for L.G. and put milk away."

9.16 - "Open Shut Them" - L.T. started - other group joined in - brief review of carrying chairs. (L.T.'s voice penetrating) - good working relation between teachers. - One boy having trouble getting ready for L.G. - he is ignored.

9.22 - He now looks slightly ready and L.T. asks him to come to L.G.

9.23 - "Wheels on Bus" - L.T. starts to sing it - announcement over intercom some children already know song (50% from head start).

9.26 - Review std. for dolls - prepare children to share them during SFC.

9.29 - Return from L.G. - This causes confusion among groups - talking out etc. L.T. claps hands loudly- and loudly says "boys and girls listen for your names."

9.30 - L.T. - confusion among children - "Mrs. K. is ready to talk...." and then reinforcing boys and girls sitting; has box on table - L.T. says "shooo"- has them close their eyes - paste activity (A. has her back to some children). L.T. - demonstration of activity - yarn, paper and paste; passed out yarn - one color at a time - some children started playing with it the minute they got it. A. -"draw red square, yellow square, blue square"....

Aus sug.? Will Sue say so?

9.38 - Yarn and paste are now out and paper is being passed. "So and so is pasting on paper" - L.T. "Well maybe he'll do it his way." "If it doesn't work, then we've learned something"......."Try pasting on paper - anyway it works for you".....

9.44 - L.T. communicates with A. - time to clean up.

9.49 - M.'s group lining up for outdoor - J.'s group needs to wash up - pail with water. Alex is a real "pill" - constantly up and around - all children are extremely restless now and moving around "Let's take our seats!" They eventually did but still hyper - children having trouble waiting at table for others to finish washing - mimicking "Take our seats"

9.55 - ".......is sitting nice and quiet - he can get in line' - "Let's get in line nice and quietly" - Reinforcement of those in line individually - calmed down somewhat.

10.16 - Came in from outdoor. - "Open Them Shut Them" - Treasure box "something different" - A. described it before bringing it out - "It's not sticky...' "hands in laps - pass out paper.....keep clay on paper and paper flat on table." "Clay in baggies until I tell you to take it out of the bag" - "Yes, open baggies and take clay out" - "You can make anything you want - can you make a round ball?" - Several do so - someone made a snake. "I want to see what you make."

10.25 - L.T.'s group is responding loudly - A. moves around to children to show how to make round balls and to see what things they have made - loud responses from other group again. A. shared Leslie's clay tree with group - good to focus in on children's products - pounding of clay on table distracting.

10.30 - A. starts Clean up song - each put clay in baggie - A. goes around and collects each bag of clay (I noticed Alex separate from rest of group - in L.T. small group).

10.31 - A.'s material away and she started song; both groups sang jointly.

10.32 - L.T. answered intercom. Alex on floor - A. attended to Alex - "When Mrs. K. talks, keep your mouths closed."

10.35 - Process of lining up for lunch (bathroom first).

11.20 - Went outside for spontaneous free play - children extremely hyper- L.T. felt that S.F.C. would be a "lost cause" if she followed through with it - the children really unwound on playground - came in and rested - they got quiet without any trouble.

11.30 - Children started their rest period.

11.42 - Teachers begin raising the shades and then L.T. moves beautifully into getting children to come to L.G.

11.46 - 2 boys were not ready - they weren't called - then one got ready and was called - the other one under the table.

11.47 - L.G. "Wheels...." - one child requested "Where is......."

11.52 - Return from L.G. - disorderly - children slammed chairs down.

11.55 - children settled down - then "Get On Board" song

List so easier to read

C. EVALUATION WITH STAFF

Going to and from building for bathroom uses a lot of time. A time saver may be to have snacks brought to room before children arrive (possibility of getting a grocery store to loan a cart for the school year). If arrival of children is drawn out - have something for them to do when they come in. The brief unplanned nap time helped settle children down. Marie's table arrangement is awkward (3 tables positioned in a boxed U and Marie is in middle which causes her to have her back to some of the children at all times). Pasting with yarn wasn't too successful - always try out an activity such as this before actually doing it. Julie's voice has a tendency to be loud - she's aware of it.......it reacts like a catalyst on the level of hyperactivity of children. Make mention to children the use of inside voices. Limit the number of times the children get up and down (built in control of groups and class - a preventive measure) - pass trash can at snacks by teacher and have children put in trash rather than their going one at a time to trash can....For clean up from snacks and/or pasting prepare wet towels in advance and pass out to children. Good sharing experience with milk. The statement "Wait until Mrs. Koff tells you you can throw your trash away smacks of negativism. - Julie and Marie both need to be a little more animated with children - perhaps even whispering at times, introducing the idea of slight competition between two small groups for coming and leaving large group. Use puppet for attention getting device in small or large group - game of having children put heads down and close eyes and when you're tapped on the head tip toe over and get in line. Be sure to keep skills sequenced - the drawing of squares ✓ was a little ambitious - no model! It's supportive to children if they have a model they can go by especially if it is a relatively new skill and then gradually divorce them from the dependency of a model. Important to stay on time schedule - have buffers planned (we briefly went over explanation of buffers). Coordinate activities so they won't be distracting to other activities going on at same time - my concern over the pounding of clay. Good to pay attention to a child's product - the clay tree. Children were so hyper toward end of day - wise decision to cut s.f.c. and have a brief outdoor period to run off the extra energy. Try to anticipate a possible unfavorable situation before it happens and "nip it in the bud" even if it means a revision in setting of standards or even in the activity itself. Use songs for transition times - gimmicks for getting attention - "special signals" such as ringing a bell to announce that it is almost time for L.G. - Display pictures at eye level.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Check lesson plans for buffers

2. Do children have something to do when they first come in

3. Arrangement of Marie's table - can see and get to each child easily

4. Handling of transitions - especially to and from bathroom

5. How often do children get up during and after activity - is it random or with a specific purpose

6. Are pictures at eye level

7. Content of small group in keeping with sequence of skills

8. Level of Julie's voice - if still loud - how does it effect children

9. Since day is longer than on first visit - has this effected schedule - do teachers stay on their schedule.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, October 11, 1972
TIME: 8.05 a.m.
SCHOOL: Jones School
PRINCIPAL: Mrs. Rosemary Bell
LOCATION: 1711 South 13th St., Louisville, Kentucky
STAFF: Julie Koff - Lead Teacher
Marie Trice - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. To observe the day, looking for the degree of implementation of DARCEE essentials.
2. To provide feedback to staff at end of day on objective 1.
3. To follow up previous trainers' recommendations.

ARRIVAL:
Arrived approximately 8.05 a.m., checked with the principal, Mrs. Rosemary Bell Went directly to the classroom.

OBSERVATION OF CLASSROOM:

A. GENERAL COMMENTS
Classroom is organized to indicate a large group area and two small group areas. The room is well organized and neat. On back wall: children's products of faces (paste and paper) and hands (crayon and paper), PLDK cards of farm animals used with "Old McDonald's" song, five colore frogs, large teacher-made faces. On front wall: coat hangers at children's height. On right wall: picture of faces (paste and paper) on storage cabinet, book rack, book cases used for lunch boxes and nap mats, 2 heaters. On left wall: two heaters, file cabinet, teacher's desk, close storage shelves with children's drawings (crayon and paper) on them. Chatted briefly with Julie before children arrived; Marie arrived and hurriedly organized items for a tasting party. Marie had breakfast duty in school cafeteria today.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
8.20 - Both small group teachers are talking with their group at their small group tables - very lively conversation, partly initiated by teacher, partly initiated by children.

8.35 - Julie calls children by name to line up to go to bathroom. Marie assists children lining up. Transition very organized and smooth.

8.50 - Return from bathroom - both teachers sang a chant at door "Wipe your feet, take your seat." Children sat at small group tables. Transition from small group tables to large group well organized.

8.52 - Large Group Activity -
Teacher : Julie Koff

Standards set: Standards were set, but not sufficiently.

Content and Sequence:

1. Greeted children -
2. Counted number of children present with children helping -
3. Introduced smelling party - blind-folded one child at a time - asked child to smell the contents of two containers - child is to discriminate if both are same or different. - Children are really enthusiastic Julie is being very motivating and warm with the children. Marie is helping children attend and take turns.
4. Song: "Head, Shoulders, Knees and Toes"

9.12 - Transition from large group to small group tables rather noisy, but this didn't seem to bother the teachers.

First Small Group Activities -

Teacher: Julie Koff -
Activity: Tasting Party -
Materials: Small pie tins used for containers for salt (3), sugar (3), lemon (3), Cocoa (3), hot sauce (3).

Role of the teacher: Julie got the children's attention with a finger play, set appropriate standards. She was very motivating and positive with the chil ren.

Content and sequence: Each child was asked to sample the contents of a specifi container, then label the taste as sweet, salty, etc.

Objectives: Objectives were appropriate for group and time of year.

Buffer: Manipulative toys (plastic lego bricks, parquetry blocks, matching wooden plaques).

Close of activity: hectic.

Teacher: Marie Trice -
Activity: Tasting Party -
Materials: Small pie tins used for containers for salt (3), sugar (3), cocoa (3), cookies, crackers, peanut butter, M & M's.

Role of the teacher: Marie got children's attention with a fingerplay, set standards. Being very motivating and positive with the children.

Content and sequence: same as Julie's group.

Objectives: same as Julie's.

Buffer: A baggie of rig-a-jigs for each child.

Close of activity: Fair -

Both groups sang "Baby Bumble Bee" before transition to school library.

9.30 - Transition from classroom to main building for library time - *Need to set standards for transition.

Library time: children seated on floor with teachers. Librarian tells a flannel story. Nothing At All. Children attend fairly well and seem to enjoy the story.

9.55 - Transition from library to outdoor play.

10.15 - Second Small Group Activities -

Teacher: Julie Koff -
Activity: Coloring in 4 basic shapes with crayon. This is the first part of a two-part activity. Part two: cut shapes and paste on pre-drawn outlines on construction paper.
Standards: Keep hands in lap; leave crayon box closed. *Did not positively reinforce for following standards.
Materials: 4 shapes (circle, square, triangle, rectangle) drawn on a sheet of construction paper for each child; a box of crayons for each child.
Role of teacher: Julie gave specific directions, was motivating, and gave specific positive reinforcement for task. There was a great deal of verbal interaction between Julie and children during activity.

Content and sequence: Asked children to use left pointer finger, place on circle; then find blue crayon. Now color circle blue. This sequence was followed for all shapes and colors (blue, green, orange, yellow).

Objectives: 1) Concept of left; 2) recognize shapes (circle, square, triangle, rectangle); 3) recognize colors (blue, green, orange, yellow); 4) color within the lines. - Objectives appropriate for group and time of year. Julie was individualizing greatly with objective 4 and certainly cognizant of individual abilities.

Close of activity: Julie put names on paper and told the children they would save the papers and do something special with them tomorrow.

Teacher: Marie Trice -

Activity: Paper and paste, making a house using basic shapes (square, rectangle. triangle).

Materials: Paste, one sheet of construction paper, parts for house in baggie for each child.

Standards: Appropriate standards set.

Role of teacher: Marie is being motivated; gave very specific, step-by-step directions; up moving around, checking products, assisting individual children.

Objectives: 1. recognize shapes (square, rectangle, triangle); 2. concept of positions (middle, beside, below); 3. recognize sets of one, sets of two; 4. us paste appropriately. Objectives were appropriate for group and time of year.

Content and sequence: Marie set standards, then directed children to take parts of houses from baggies. She made her house along with the children.

Close of Activity: Marie put the children's names on their products. Clean up process very organized.

10.32 - Transition from small group tables to lunch room. *Need to set standards for transition.

Lunch -
Naptime -

12.32 - Naptime over - children are awakened by teachers. Teachers help children get shoes on, tie laces, etc.

12.35 - Transition to bathroom.

12.50 - Return from bathroom - Selected Free Choice -
Julie uses a fingerplay "Two Little Monkeys" with total group, then announces choices to total group. - Marie has clay at her table. Julie has rig-a-jigs at her table. Blocks are independent on large group area rug. *Need to set standards for transition to choices and state area for blocks.

Good interaction between teachers and children during S.F.C.

1.15 - End of S.F.C. - *Clean up needs organizing - after children returned to small group tables sang "If You're Happy" -

1.20 - 2nd Large Group -
Review of the day with children at small group tables. "Where is Mary?" - focusing on color of clothing - "Get On Board" -

1.30 - Departure -

C. EVALUATION WITH STAFF
Combination trainer and staff evaluating day.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Be sure to set standards for expected behavior during large group, small group, s.f.c. and transition times.

2. Be sure to positively reinforce for following standards.

3. Be sure to state boundary areas for block play, housekeeping area.

4. Suggest wet towels in large coffee can for clean up after paste and paper, clay, etc.

5. Collect critiques for manuals. Will send to Nashville later this week.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 7, 1973
School: Jones
Staff: L.T. Julie Koff
A.T. Marie Trice

City: Louisville, Kentucky
Principal: Mrs. Bell

Trainer
Submitting
Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1 X	+1	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

What, if anything, did you as trainer see that disturbed you?

Insufficient standards being set - not reinforcing enough - problems with E.L.S.

What were the skill objectives and attitude objectives listed for today?

None listed

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, February 7, 1973
SCHOOL: Jones
PRINCIPAL: Mrs. Rosemary Bell
LOCATION: Louisville, Kentucky
STAFF: Julie Koff - Lead Teacher
Marie Trice - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. Observe the day's activities, looking for the degree of implementation of the DARCEE model. Specific follow-up on items discussed in last inservice (1. Block planning being done as a staff effort on a weekly basis; 2. Lesson planning by each teacher (L.T., A.T.) on a daily basis; 3. appropriate use of bulletin board in relation to unit being taught: 4. attitude development in relation to skill sequence and use of positive reinforcement; 5. use of motivational techniques).

2. Give staff feedback in relation to objectives 1 and 2.

ARRIVAL:

8:15 - Spoke briefly with Mrs. Bell - then went directly to classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

8:20 - 9 children present - Julie only teacher present - takes up lunch money. Children do not have any materials at tables. Children are somewhat noisy at Marie's table - a lot of table pushing, chair scooting, jumping around.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

One child asks Julie if she can look at a book. Julie "We're going to wait a while, Sonya." Sonya pushes chair over to books and begins to look at one anyway - another child also comes over - Julie goes over to Sonya. "Did I say you could look at books?" Sonya and other child move back to table.

8:30 - Julie allows children at both tables to get books now.

8:35 - Marie comes in - gets her children quieted down by reading one book to the group. Both teachers talk to children about colors in the clothing.

9:45 - Both teachers direct children to put books away.

9:47 - Transition to Large Group -

Julie sets some standards - a couple of children are not attending - no reinforcement for those listening to directions. - Back of the flannel board is set against a table for a screen to show a movie about the circus. Children are seated so all can see. Did not hear standards set for listening or talking during film. Children make comments about the pictures now and then. - Children listen to sounds on record after film - Children are able to identify most of the sounds that were presented along with the film.

9:12 - Julie gets children's attention again - tells children about changes in the day's schedule - trip to the circus after naptime.

9:15 - Transition back to tables - a little noisy but done quickly.

The remainder of the observation time for this classroom was spent with Marie and her group in another room using E.L.S. I participated with the group by putting on a headphone and listening to the tape. The lesson was on directions forward and backward and positions.

Most of the children had trouble following directions for pointing at correct pictures in their workbooks, some seemed irritated with the earphones, others had to be touched physically to indicate that the record was giving instructions for pointing, turning the page, nodding their heads, etc. - The lesson was interrupted by someone coming to tell the group they were expected in the library for a play being performed by one of the upper grades. The children were escorted to the library after Marie reminded them that the lesson would be completed the next day.

Continued to observe in Helen Reutlinger's and Margaret Lee's classroom.

9:50 - Small Group Activity -

Helen - Clay - Manipulation -

Margaret - Story -

Both teachers interacting well with the children - Helen is interrupted a couple of times to answer phone. Margaret brings out a see-quees puzzle to discuss with children (puzzle sequence of seed planting to fully developed plant). - Margaret has trouble maintaining control of her group. Both teachers explain procedure for disaster drill at 10:00. Helen directs children to line up - Margaret's group dashes to door - helen's group walks - no reinforcement from either teacher for those who walked.

10:05 - Children and teachers come back to room - Margaret directs her children to line up. Transition to outside somewhat chaotic - all children did not leave at the same time - Margaret's group not attending to her directions at all.

10:20 - Children return to room from outside - put coats away - return to tables - teacher calls children to line up who are "nice and quiet" - Marga reinforces children for being quiet when in fact some are not being quiet. Helen leads children out - Margaret remains inside for a few minutes.

11:00 - Children return to room from cafeteria - children very noisy getting towels out of cubbies in preparation for naptime. Mats are put out. Margaret says "We can't call anybody to get on their mats who's talking" - Helen calls children who "are ready" to get on mats. No standards set for lying quietly on cots. Kim, the little girl who was having problems the last time I was here is still getting attention for her misbehavior from Margaret and Helen.

12:50 - S.F.C. in progress -

Helen on floor with children playing with tinker toys. - Margaret with two children - one with pegs & pegboard - one with a puzzle - one with sound - alike - jars - children get other materials from shelves at random.

1:05 - Children in process of cleaning up toys on floor.

1:10 - Children called up to L.G. area on floor. - Dramatization of "Three Billy Goats Gruff" - "Little Red Riding Hood" -

1:20 - Helen brings out alphabet book after dramatization - several children run around the room - Margaret pulls one child (Tony) out of group - Tony informs Margaret that his mother will beat her up - Tony does not stay at table - inches his way back over to group -

Further notes not taken due to illness. See Julia's report for remainder of day's observation.

C. EVALUATION WITH STAFF

Helen and I talked briefly in the teachers' lounge during naptime. I expressed concern about the lack of positive reinforcement and standards during the morning. Helen stated that it didn't concern her that the children were "a little rowdy at times," - She further stated that she was more concerned with helping individual children with their "frustrations" (??!) than with "developing a room full of little robots." She indicated that she was not writing lesson plans and she had no suggestions for topics to be covered during next month's in-service.

I did not see the value nor did I have the desire to wage a battle over the validity of using positive reinforcement, writing lesson plans and setting standards with Helen today, therefore the conversation was terminated rather quickly without any further comments from me concerning the above.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER:

Be prepared for "feedback" from teachers concerning writing lesson plans. Mrs. Bell assured Julia and me that she would see to it that all teachers at Jones would immediately begin writing lesson plans as had been suggested by the trainers on subsequent visits. She was scheduled to meet with her teachers concerning this matter on the afternoon of the day following our visit to Jones.

Jim

RECEIVED
OCT 11 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Thursday, Sept. 7, 1972
SCHOOL: Jones School
PRINCIPAL: Mrs. Bell
LOCATION: Louisville, Kentucky
STAFF: Helen Reutlinger - L.T., Margaret Lee - A.T.
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT: same as other schools visited.

ARRIVAL:
Arrived 8.00 a.m. - Met Mrs. Bell at office. Escorted to classroom by Helen R. 4 children present - As children arrive, Margaret meets them at the door - Helen talking to Julia (Julia and Sue waited in room for other teachers to arrive).

CLASSROOM OBSERVATION:
This classroom is located in a portable building separate from the school. It is an average sized room, cheerful curtains at the windows, an old piano, coat racks, and a tall metal cabinet are along one wall - a chalkboard and desk along one wall, shelves along a wall and 2 windows on each side of a big square bulletin board along the other wall.

8.15 - Bell rings, Margaret is sitting with children on far side of room. Room is divided partially by a wooden shelf. 4 treasure boxes are sitting on the shelf.
A father brings child in, gives Helen money for"supplies" - Helen gives him a receipt, father leaves.

8.22 - 19 children present - 18 black - 1 white.
Mother brings child whom she says is an epileptic - asks Helen to send him home if he has a "spell" today.
Helen goes to table and begins talking to group - conversation concerns most of things initiated by children.
Kim, the only white child in room is very verbal and directs a lot of her questions and comments to Helen only.

8.30 - Helen begins calling children to large group one child at a time - Margaret helps children in her group carry chairs, reinforces and smiles at children. Children place their chairs on a large square rug.
Helen asks last child in her group to bring chair up to put at end of line in the corner - child stands and does not respond, Helen talks to him saying "when you're ready to bring your chair to large group, you may."
Helen "Good morning boys and girls, we have a special visitor today and her name is Miss Marsh. Can you say hello to Miss Marsh?" Children "Good morning."

Stereotype?

Miss Marsh "Good morning boys and girls!"
Song - "One Little, Two Little Indians" -
Announcement over intercom concerns breakfast duty sign-up.
Margaret stands behind group - one child in her group is still at table also.
Children become restless as announcement gets lengthy - Helen tells children to remember "listening ears."
Announcement ends - Helen "Thank you boys and girls for listening to Mrs. Bel
Count number of Children in room - Helen touches each child's head - tells children to hide their eyes - brings out ironing board and 2 irons. Children talk about having one at home - what you can iron etc. - Kim gets up and goes up to look more closely.
Margaret is focusing attention on children who are misbehaving - little reinforcement for appropriate behavior.

8.48 - Helen sends children back to small group tables. - Helen has 12 children - Margaret - 12.

Small Groups -

9.50 - Margaret stands - tells children to put on listening ears - brings out treasure box - does not have children's attention - she has removed one child from table - child comes over and stands by table. Margaret asks child if she wants to play too - child sits - but is not given a baggie.
Margaret talks about color of shapes - circle and square/then collects shapes
Children becoming restless.
Margaret puts materials back in treasure box and sings humble bee song - Most children are attentive - one little boy gets up and walks over to Helen' table - Margaret doesn't know he's gone - Helen ignores child as she begins to count beads - Margaret's group joins in the counting - child who left comes back - Margaret tries to get attention again - but children are not attending - she keeps looking over at Helen's group as children get more and more restless. A couple of boys are wrestling on the floor beside table.

9.05 - Line up for bathroom - Kim refuses to put her shoes on - Helen "asks" her - Kim refuses - Helen "asks" her again - Kim slowly begins to put on her shoes, as other children wait in line. Kim gets her shoes on - children leave room. Helen does a lot of reinforcing even though much of it is non-specific
Margaret talks very softly and does more touching and patting of children who are not following standards, rather than reinforcing children who are.

9.37 - Children return to room. - Helen brings in milk, sets standards for snack time. One child passes cut straws at each table - Margaret's children playing with straws - Helen passes out milk - Margaret passes out straws. Each child gets a cookie and carton of milk.
Helen talks about shape of cookies (Kim gave correct label)- Helen"what color are our cookies?" "What color do we have on our milk?" Children give correct answers. Helen "Boy, you all are really sharp!"
Margaret is not talking with her children - 2 boys are still picking at each other - Margaret gives them attention by touching them and saying "we keep our hands to ourselves." She doesn't reinforce any child sitting in chair correctly.

9.40 - Children have finished snack - both teachers are having several behavior problems - Margaret and Helen are not reinforcing other children who are behaving correctly.

Small Groups -

9.45 - Helen begins activity - regognizing red - Margaret still cleaning up - children running wild.
Margaret attempts to begin her activity - brings out string and beads - children very inattentive - Margaret passes out beads.

10.00 - Helen lines children up to go outside - 4 children still at table playing. Helen tells them "when you are sitting big and tall you may line up.

10.20 - Transition to room from outside - preparation for lunch - wash hands bathroom - chaotic -

10.30 - 11.00 - Lunch -

11.13 - Back in room after lunch. Helen's children resting at table with heads down - very hectic at Margaret's table.
Helen gets children up on rug in large group - reads story. Children are very inattentive - Helen sends 3 children back to table including Kim who proceeds to cry loudly - children get very disruptive at table. Helen has difficulty telling the story. There are now 6 children not in the large group area. All are having a good time. Getting plenty of attention from Margaret - a couple of the boys sitting at the table begin to bother Kim - Kim very upset - calls boy a name, boys call Kim "cry baby" (among other things). I left room to receive long distance phone call.

11.45 - Return to room in time to see end of free choice time. Classroom now very chaotic, especially on Margaret's side of the room.

11.50 - Last Large Group -
Helen leads songs - "10 Little Indians" - "If You're Happy and You Know It" - Helen asks several children "what did you do today?" Several children respond.- Helen begins "Get On Board" song - hands each child his belongings as they line up at door, all children are at door but no longer in line - Helen leads group out to street for waiting parents.

EVALUATION WITH STAFF:
Margaret went to get cokes - then the three of us sat down to discuss the day. Helen did most of the talking. Margaret said very little and appeared to go to sleep a couple of times. (Her head was leaning a little far to the side - her glasses are dark, so I really couldn't tell).
Helen mostly talked about the number of children and the many problems this caused. She also seemed anxious to start working on some skills the children aren't ready for yet.

RECOMMENDATIONS FOR FOLLOW-UP TRAINER: Check to see if the following recomme dations made to the staff are being carried out.

1. Involve the children in something while they are waiting in the mornings.

2. Post children's work at eye level.

3. Say what you want children to do rather than ask "would you like to."

Specifically to Helen:

a) Most of Kim's behavior is attention seeking - ignore this and reinforc her for behaving appropriately (children should not have been made to wait in line while Kim was deciding whether or not she was going to put her shoes on.

b) It is too early in the year to expect children to be able to follow a sequence of very complicated directions (Example in Helen's group - "pick up all your shapes except the red ones, put them in your baggies put your baggies under your chair, give me your red triangle first, then your red circle, then your red square").

c) When you take a child out of the group who is being disruptive - immediately reinforce others at table loud enough for that child to hear.

d) Follow up on what you say."If you say when you're sitting big and tall you may line up," be sure those children are doing that before you let them line up.

Specifically to Margaret:

a) You're encouraging children to misbehave when you continually focus only on the ones who are not doing what you want. You want to do the opposite - focus on those who are behaving the way you want them to.

b) There is no need to begin an activity if you don't have the children's attention. Do not continue the activity once it has gotten out of hand - stop and collect the materials, explain to the children why, and tell them they will play the game another time - then bring out your buffer.

c) Standards need to be set more specifically - especially for snack tim

Problems

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: October 11, 1972
SCHOOL: Jones School
PRINCIPAL: Mrs. Rosemary Bell
LOCATION: Louisville, Kentucky
STAFF: Helen Reutlinger - Lead Teacher -
Margaret Lee - Assistant Teacher -
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom
2. Evaluate with staff at the end of the day and give feedback from observation
3. Focus in on previous trainers' recommendations to see if teachers were able to follow-up on them

ARRIVAL:

Arrived 8.00 a.m. and went into the office. The three of us (Carolyn, Julia and I) spoke with Mrs. Bell. She was expecting us and informed us that she was going to be the "hostess" for the DARCEE principal meeting on Friday.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Talked with Helen about how things have been going. She has the group of children that have "behavior problems." The room is divided by bookcase in middle. On either side are the small group areas. Bulletin board has children's work - some at eye level - some not. Another bulletin board has teacher made calendar and fall pictures.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.25 - Children come into room and go to their tables. Both teachers are greeting their children and sitting with them in their small groups

8.30 - Helen goes to large group area and asks children to put on their looking glasses. She calls children to large group by holding up name cards. When child sees his name, he goes to large group..... - a boy at Helen's table is talking out loudly and playing with his chair.

8.31 - Bobby (the disruptive boy) is called to large group. Tony is up and moving around - "Tony, we're waiting on you." Calendar work - setting date "Today is Wednesday, October 11." (One or two children came in during large group).

8.35 - Asked Carla to count number in large group. Helen then counts with group. Bobby and Tony are disturbing each other - they are asked to go back to table if can't behave! They stay in large group. Tree on wall - changing leaves - AUTUMN or FALL - BIG ¢ TALL men (an action verse). Reinforcement for a few.

8.40 - Large group is over! Children are sent back when name called - children have trouble returning quietly to small group. (I'm focusing in on Helen's group).

"Are you ready Tony?" She has attention of total group and then starts OPEN - SHUT THEM - Bobby yells the song after it is over - Helen reinforces those behaving - she then finally directs eye contact to Bobby and says for him to move chair back if he's not ready - she starts into activity (ditto sheet with objects - sheet divided into 8 sections with 3 objects in each section - 2 of 3 objects are same size).

8.45 - Materials (paper and crayons) are passed out and then directions are given - "color the 2 objects that are the same size" - Helen is coloring one with children - Bobby had ditto and crayons taken away from him - he scoots his chair away from table and moves over to book rack where he proceeds to look at books.

8.52 - Bobby returns to table and is watching others.

8.53 - Helen gives him material (I didn't catch what she said to him). Children are having to recognize colors in order to take the appropriate crayon out of box....... - children are having trouble following directions.

8.56 - Bobby's material is taken away from him again - he pushes away from group. - Margaret's group appears to be doing well - coloring leaves, cut them out and then paste them (lesson plan). Her children are now cutting out the leaves - Margaret is so quiet with children that I can't hear exactly what she's saying other than she is being positive and encouraging the children and moving around to each one individually. One girl gets up from her group to throw paper away.

9.02 - Helen gets up for first time to put names on children's paper - she shows restraint in ignoring (for the most part) inappropriate behavior.

9.05 - Missed fire drill - Helen bringing activity to a close - as she is collecting material children get scattered (time for bathroom). She has to go and retrieve some children that have already lined up. "Look teacher I'm sitting big and tall." (Losing some that are following directions for those that aren't).

9.08 - Margaret is closing her activity.

9.20 - Returned from bathroom - some didn't come back inside when it was time - some comments from Helen to children "I know 3 boys who may not get to play today."

9.23 - Helen moves group to large group area for flannel board activity - introduces "5 Little Speckled Frogs" - children are with Helen now - activity motivating.

9.25 - Margaret's group returns from bathroom - disruptive to group with FROGS (looks like Margaret will have trouble getting her group with her because of flannel board).

Margaret - 2nd small group - sound alike jars - jars are passed out first - then first child shakes hers - each consecutive child shakes his/hers to see if it matches first - etc. Children are enjoying activity.

9.30 - Helen's group - "No play for Kimberly!" She leaves group. "Don't you dare walk out that door Kimberly!"

Margaret's group - lack of standards and direction are causing children to get out of hand with material. - Margaret opens one jar to show children what's inside - now all children are either involved in madly shaking jars or trying to open them - no central focal point now.

9.34 - Helen's group is loudly returning to small group - Margaret collects jars. - Helen sends Kimberly and Chariss to library - others are going outside (the library session was for scheduled counseling - not punishment).

10.20 - Returned from outdoors - now getting ready for lunch.

11.10 - Lunch was unbelieveable - Helen took a break after passing out lunch and didn't return until lunch was over - by that time things had gotten completely out of control!

11.13 - Getting ready for nap - children are very noisy to the extent that you can't hear what the teachers are saying..... - there are kickers, hitters, pushers, chairs knockers, thumb suckers, yellers in the group at this point. Nap might calm them down.

11.17 - Lights out!

12.15 - Both teachers are getting children up from nap - children really sacked out - children are calm now.

12.25 - Helen - "We had some awfully good resters today. When I call your name choose what you want to do. If you painted yesterday choose something else today - painting, playdough, or puzzles." (Painting is available every day). Margaret is overseeing the painting corner. - (one girl is left asleep - Angela Kimberly wants play dough - Helen explains to her that she went to sleep very late and those who went to sleep early get first choice at s.f.c.

12.40 - Helen mentioned that it was about time to clean up (Playdough was kind of sticky - I've never seen so many purple hands!) - Helen is taking some of the purple handed children up to the bathroom..... it's bathroom time.

Angela got up........ - Lamont slung paint on Kimberly - Bobby is crying - another child hit him - clean up procedure (especially with paints) unorganized.

12.45 - Half of the children are still in room - playdough is everywhere - table, floor, chairs - 2 boys are chasing each other - mild chaos! - Margaret repeats over and over "I want everybody to sit up in their seats big and tall like ________ and _____......, they're ready for whatever we're going to do!"

12.53 - Margaret is getting remaining children together to go to bathroom. Helen's group comes back at this time - Angela takes out tinker toys - Helen says "We'll sing some songs while we're waiting for other group to return." Children take books off shelf - mild chaos.

1.00 - "Boys and girls - put the books up, we're going to sing some songs." 2 boys go out the door - Angela is throwing a chair around - Helen starts children singing - Angela comes back to table - 2 boys wander back into room.

1.05 - Status of class - half are with Margaret in bathroom, 2 boys are outside fooling around, 3 children at one small group table - 3 children at other small group table, Helen standing at book case singing songs.

1.06 - Helen says that they can look at books now until other group returns.

1.07 - Other group is now returning - Helen announces that books must return and it's time for story.

1.09 - Books still out - Kim bites Angela - Helen whacks girl on bottom with book. "If you want to come to large group to hear story, you'll have to sit up big and tall."

1.10 - Children come up to large group without chairs - random movement on rug.

1.11 - 2 children return to table and get books - Lamont joins them - Margaret gets books and puts them back.

1.16 - "Go back to your chair Bobby - I'm going to hold up the story until you go back to your chair." Bobby doesn't move. "I'm going to count to 3 and if you don't go back under your own steam I'm going to carry you back." Helen has to carry him back.

1.20 - Story over - children go back to tables - some run to get their coats. [I simply can't record all the events at this moment - utter chaos - "and a little child will lead them!"]

C. EVALUATION WITH STAFF

Helen anticipated that the discussion of the day was going to be "rough." She had said earlier that this was *really* an atypical day and that the children aren't normally this "bad." For the record, she has had *5* of her children referred for counseling! I led the evaluation session.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Length of large group should be longer - at least 15 minutes.

2. Structured small groups should be a follow-up on topic in large group when class is on a unit.

3. Activities in small group should be carefully planned in keeping with the sequence of skill development in the "mini'monster."

4. Reinforcement schedule needs to be adhered to more closely in order to prevent inappropriate behavior.........positive reinforcement to those who are exhibiting correct responses; role model as a device to encourage those who are "out-of-bounds" to get back "in-bounds."

5. Limit the amount of random movement of the children that is to no purpose.

6. Show approval to children by physical gestures such as smiling.

7. Move around to children during small group in order to get a better idea of how each child is functioning and also to be able to give support and reinforcement.

8. Rely on "standard setting" to help control the children and the activity.

9. Bathroom periods should be more directive and positive - might need a behavior chart for reward for those who can "take care" of themselves quietly and orderly at crucial transition times like this one.

10. Standards should be presented to children in an orderly fashion at the beginning of each activity and transition and for closing activity at times (i.e. cleaning up from paints).

11. Lunchtime is a good time for casual and meaningful exchange between teacher and child (good incidental learning opportunity) - requires both teachers for a smooth period.

12. Daily team planning and evaluation is essential for meaningful, logical and organized experiences for the children.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Wednesday, Feb. 7, 1973
School: Jones
Staff: L.T. Helen Reutlinger
A.T. Margaret Lee

City: Louisville, Ky.
Principal: Mrs. Bell

Trainer
Submitting
Report: Julia F. Stinson
Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1X	+2	
2. Schedule	-2	-1	+1X	+2	
3. Grouping	-2	-1	+1X	+2	
4. Roles & Responsibilities	-2	-1X	+1	+2	
5. Teacher Preparation	-2	-1X	+1	+2	
6. Skill Development	-2	-1X	+1	+2	
7. Attitude Development	-2X	-1	+1	+2	
8. Unit Approach	-2	-1X	+1	+2	
9. Materials Use & Development	-2	-1X	+1	+2	
10. Reinforcement & Behavior Management	-2X	-1	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

1. Physical arrangement of room.

What, if anything, did you as trainer see that disturbed you?

1. Lack of positive reinforcement, i.e. children being humiliated;
2. Lack of motivational techniques;
3. Lack of standards set;
4. Activities not skill oriented enough;
5. Lack of emphasis on attitude development;
6. L.T. not writing lesson plans.

What were the skill objectives and attitude objectives listed for today?

Not any listed.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, February 7, 1973
SCHOOL: Jones
PRINCIPAL: Rosemary Bell
LOCATION: Louisville, Kentucky
STAFF: Helen Reutlinger - Lead Teacher
Margaret Lee - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe the day's activities, looking for the degree of implementation of the DARCEE model. Specific follow-up on items discussed in last in-service (1. Block planning being done as a staff effort on a weekly basis; 2. Lesson planning by each teacher (L.T., A.T.) on a daily basis; 3. appropriate use of bulletin board in relation to unit being taught; 4. attitude development in relation to skill sequence and use of positive reinforcement; 5. use of motivational techniques).

2. Give staff feedback in relation to objectives 1 and 2.

ARRIVAL:

I arrived at Jones at 8:15 a.m. and went directly to the office to inform Mrs. Bell of our visit. We informed her we would have time to discuss the classrooms after our observation. She was anxious for the conference.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS
Classroom arrangement same as previous visit. Items on bulletin boards appear to be outdated (large displays of "colors we know," "shapes we know" etc.).

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:
I did not observe the complete day. Observation time started at 10:23.
10:23 - Lining up for lunchtime - fairly hectic. No standards are set. One child is called, doesn't respond right away, is told by Helen "Well, I invited you."

10:25 - Children left room for lunch.

11:00 - Children and teachers return from lunch room. Children race to cubbies for towels for naptime, return to tables. Teachers put mats on floor. No standards set prior to children getting on mats. Comment from Helen implied if children don't nap then they can't be part of S.F.C.

Naptime

12:47 - S.F.C.

Choices: Pegs, pegboards, lego bricks, parquetry blocks, design cards, tinkertoys, sound-alike-jars, puzzles, lotto game, books, stacking cone, trace-name cards, set-numeral kit.

It appears neither teacher is responsible for a specific activity. At one point Helen moves over to group playing with lego bricks. She asks a child "Do you get my message?" evidently reprimanding the child for some behavior, then begins "tickling" the child. Child is laying on floor giggling. Helen persists with "tickling" the child.

Helen involved with group playing with lego bricks; Margaret involved with two children with puzzles and two children with trace-name cards. Child dumps puzzle on table - no response from either teacher. Another child dumps stacking cone, no response from either teacher. Another child dumps a puzzle, Margaret notices. Margaret asks child if we dump the puzzles? The child just looks at her. She taps the child's hand and asks questions again. Child says "We take the pieces out one at a time" with little conviction. Children are racing in and out of room going to bathroom. Helen is helping lego brick group and tinkertoy group clean up.

1:07 - Transition to Second Large Group.

Children called individually with little enthusiasm. No standards set for transition. Kim is not asked to join large group. Two children return from bathroom. - No standards set for large group. Children seated anywhere on rug they choose. Children chosen to dramatize "Three Billy Goats Gruff." One child still at table - continues to kick chair - being ignored by both teachers. Child kicks chair from one table to another, then stands, fiddling with bookcase. Child finally sits. This appropriate behavior is also ignored by both teachers. Child finally joins group; this behavior is also ignored by both teachers.

Children are chosen to dramatize "Little Red Riding Hood." When child doesn't say dialog, she is told to sit down and another child is chosen. A third child is chosen after child two can't perform. Most of the dialog is grudgingly prompted by teachers. - Children not prepared for end of activity. Display of "washing out" motion to indicate we're thru from Helen. Large group falls apart at this point. Helen gets an Alphabet book - children run to bookshelf and get other books to be read. Helen abruptly tells them to put books back on shelf and starts reading the Alphabet book. No standards set for attending Children are reminded by Helen "God gave you a fanny. Now sit on it!" Margaret is trying to control a child that has just joined large group. The child behaved appropriately for a while, no one noticed, then to get attention, he gets up in large group. Margaret continues to give negative attention for child's inappropriate behavior.

1:26 - End of large group.

C. EVALUATION WITH STAFF
Carolyn Marsh met with Helen Reutlinger, L.T., during naptime. We did not meet with staff following day's observation.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER (see Carolyn Marsh's report).

RECEIVED
OCT 11 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, Sept. 5, 1972
SCHOOL: Roosevelt School
PRINCIPAL: Dr. Car Foster
LOCATION: 222 N. 17th St. Louisville, Ky. 40203
STAFF: Pam Raven, L.T.; Geneva Weber, A.T.
TRAINER: Julia Z. Stinson

OBJECTIVES FOR VISIT:

1. For trainer: Make initial contact with principal at Roosevelt School.
   Evaluate in part, the staff's ability to implement the DARCEE program based on input during pre-service training (classroom start-up).
   Observe the classroom day's operation and give staff constructive feedback at end of day.
   Provide support for staff in face on problems (lack of materials, larger than 10-1 ratio).

ARRIVAL: I arrived at Roosevelt School approximately 8.15 p.m. I was directed to a room by a young student (who evidently thought I was lost - which in fact I was). After waiting in line for a few minutes, I'm informed by a busy office worker the office is next door. I went to the room next door - empty. Approached a well-dressed gentleman in the hall - luck - it's the principal. He responded very warmly and accompanied me part way to the DARCEE kindergarten room.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

On arrival in classroom, Pam and Geneva are busy with tidying room; Geneva is getting ready to go get milk. Larry pops in for a second and leaves. Everyone is surprised I'm here; evidently, no one has received our memo regarding our visit.

Room is relatively bare (no pictures on wall; an area rug on floor to mark lg.gr. area; a few towels on book shelf for naptime). The room is arranged to indicate 2 small group activity areas, a lg.gr. activity area. Room is clean. Icecream cartons are being utilized for storing children's sweaters, other possessions. Sink in room.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.20 - children arrive and are greeted at door by Pam; some children go directly to tables, others need directions. Geneva has gone to get milk. Atmosphere is relaxed - very comfortable with children and parents. Both groups wash hands, supervised by Pam. Pam carrying on conversation with individual children.

8.35 - Snack is served by sm.gr. teacher at sm.gr. tables. Snack consists of milk, Graham crackers. Pam is focusing on the type of crackers. So is Geneva. Dr. Foster popped in for a few minutes; observed in doorway - left room. Geneva focusing on shape of 1/2 Graham cracker. Did not hear standards set before snack started - however, children appeared to understand tchrs. expectations and the routine.

8 children present in Pam's group

9 children present in Geneva's group

Children being positively reinforced by both teachers - verbally. Children being prepared for close of snack time - and bathroom routine.

Pam sang "It's Clean Up Time." Clean up process organized.

8.55 - Bathroom process. Pam rang bell as a sign for children to listen. One child said "listening ears" very loudly. Set standards - Geneva with girls - Pam with boys - line up in a straight line - hands to ourselves (demonstrated). Positively reinforced children for having listening ears on, pushing chairs under table. Called children up one at a time. Very positive attitude toward children. Children (girls) returned from bathroom at 9.07. Boys returned at 9.10.

9.10 - Transition to large group. Pam rang bell to get childrens attention. Set standards: listening ears, zippers. Positively reinforced children for carrying chairs appropriately. Positively reinforced children for sitting properly in large group, waiting. Geneva - role of assistant - handled very effectively.

9.15 - large group activity. Did not hear standards set. Greeted children - very relaxed. Sang "If you're Happy" - 2 children very motivating - children enthusiastic about song. Positive reinforcement - both teachers are being verbally reinforcing; both teachers are singing song.

Pam focusing on happy - sad - using a paper plate with a happy face on it. It will be used as a small group activity.

Sang "Where is Mary" - lots of verbal & physical positiv reinforcement for children responding. A great deal of physical warmness & reassurance for children too shy to respond.

A child arrived late at this point - screaming - mother very apprehensive - Geneva went to door - physically held child - brought child into room - mother stayed outside door for a few minutes - left.

9.30 - Transition from large group to small group tables - Calling individual children that are ready. Child being positively reinforced if able to return to table carrying chair properly.

9.33 - 1st Small Group Activities

Teacher: Pam
Standards: Being set as an afterthought. Standard set for use of paste.
Materials: paper plate for each child/ Pam giving each child the facial parts. 2 children sharing paste from a blob on paper towel.
*Would it have helped if model could have been displayed so all children could see?
Objectives: 1. Children will be able to paste on the parts of the face using the model as a guide.
2. Children will be able to use paste appropriately.
Setting: Children seated at two tables (L-shaped).
Role of teacher: Pam is constantly moving around group - assisting individual children - talking with group. Clean up - organized.

Teacher: Geneva
Standards: Pass out a plate to each one. Being set as an afterthought. Standard set for use of paste.
Materials: paper plate for each child; facial parts in baggie for each child. 2 children sharing paste from plastic jar.
Objectives: 1. Children will be able to paste on the parts of the face using the model as a guide.
2. Children will be able to use paste appropriately.
Setting: Children seated at two tables (separated).
Role of teacher: Geneva is constantly moving around group - assisting individual children - talking with group. Clean-up- needs some organization (I think Pam sang "It's Clean up Time" before Geneva's group was prepared).

9.47 - Transition to Outdoor Play.
Children line up one at a time (listening ears, zippers).

Outdoor Play (slide, jungle gym, seesaw). Bathroom routine before returning to classroom.

10.25 - Rest time - no standards set.

Part of the group have towels. Children without towels lay on large group area rug. Soft music is played on record player. Children are expected to rest quietly, not sleep. One child is chosen to "wake" other children.

10.50 - 2nd Small Group Activities

Teacher: Pam
Standards: Introduces material - demonstrates using paste. Demonstrates pasting shapes on outlines.
Materials: 1 sheet with outlines of square, circle, triangle, rectangle for each child; 1 baggie containing a red circle, square, triangle, rectangle. Paste to be shared between 2 children.

Pam puts child's name on product.
Reinforcement: Positively reinforcing children verbally.
Role of teacher: Have prepared & organized materials: motivating children; positively reinforcing children, giving individual attention.

Teacher: Geneva
Standards: Introduces materials; demonstrates using paste; demonstrates pasting shapes on outlines.

Did not have attention of 3 boys at end of table.

*What could you do to get childrens attention?
Materials: Same as Pam's group.
Reinforcement: Positively reinforcing children verbally - physical contact.
Role of teacher: Have prepared and organized materials; motivating children; Positively reinforcing children, giving individual attention.

Objectives: 1. match shapes (circle, square, triangle, rectangle).
Close of activity: rough

Objectives: 1. match shapes (circle, square, triangle, rectangle).
Close of activity: rough

11.00 - Hand washing process; bringing in food.

11.15 - Lunch (content - dry balogna sandwich; lukewarm canned vegetable soup; small orange; milk.

11.45 - 2nd Large Group

Transition - one child at a time.

Standards: Listening ears. Sang "Today is Tuesday".

*Focusing on negative behavior rather than positive behavior when children fell out of chairs.

11.55 - Transition from large group area to small group tables.

*When children do not attend - just stop - get attention before continuing.

*Didn't set standards before giving out materials to take home.

12.10 - Children departed.

Planning and Evaluation Session:

Trainer lead planning and evaluation session on suggestion of staff.

Recommendations made during P & E session:

1. Be sure to set standards at beginning of activity.
2. Be sure to focus on acceptable behavior and ignore inappropriate behavior.
3. Suggested changing hand washing routine for snack and after paste & paper, clay - and other moderately messy activities. (Use wet towels, placed in large container, set near table).
4. Suggested changing hand washing routine for lunch time. (Each small group go as a total group to sink).
5. Positively reinforced for 1. physical arrangement of classroom; 2. apparent team work; 3. the level of enthusiasm on the part of each teacher; 4. innovative use of available materials.
6. Looked at the available supplies and made suggestions for introducing some materials (housekeeping area equipment, unit blocks, books, lotto games, card sets).

*I'm concerned that Geneva is doing most of the "behind the scenes" jobs that keeps the classroom running smoothly. Just a feeling - no behaviors observed to verify.

Recommendation

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: October 9, 1972
TIME: 8.30
SCHOOL: Roosevelt
PRINCIPAL: Dr. Car Foster
LOCATION: Louisville, Kentucky
STAFF: Pam Raven - Lead Teacher -
Geneva Weber - Assistant Teacher
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom -
2. Evaluate with staff at the end of the day and give feedback from observation -
3. Focus in on previous trainers' recommendations to see if teachers were able to follow-up on them -

ARRIVAL:
Had pleasant, but limited exchange with Dr. Foster. He then directed us to the classroom. Word of caution: Never get caught in the hall when the 1st bell goes off - it's literally every man for himself!

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Two small group areas were at opposite sides of the room. From appearance I'd say that they were in the unit on Autumn. The bulletin board had pictures (from magazines) of fall on them.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.30 - Snacks - Assistant collects money (Assistant has 10 children, L.T. has 5 children) - handwashing is staggered - children are going from each group - standards are being set as snacks are passed out - good conversation going at Pam's table - e.i. "This is sausage - it's a kind of meat."

8.40 - Geneva is finished passing out snacks at her table - both groups are now in middle of snacks - Pam asks "who is missing at our table?" Geneva asks her group "What shape is our sausage?" (round circle) - Discussion of weather at Pam's table - Pam checks milk cartons by picking them up to see if they're empty (a lot of incidental learning going on during snacks).

Both teachers are guarding against negative statements. Geneva is reviewing day's routine with children. Pam says to a child who's having trouble sitting in his chair - "Show me the way to sit in your chair."

8.50 - Pam alerting children that it is just about time to finish - She then starts singing clean up song and then go to the bathroom. Geneva is losing some of her children. One girl goes under table - another child throws up - Geneva sends him to bathroom.

8.55 - Pam rings bell - children know what it means - one says out "Listening ears" - Pam says to one boy "If you sit up big and tall you'll get to be line leader!"

9.00 - Girls come back a little unorderly - Pam rings bell - Wayne misbehaving Pam asks him to leave his neighbor alone.

9.01 - Pam calling to L.G. - "Good Morning" song - Geneva is rechecking lunch money (Distracting noise from hall) - Time of year - discussion of fall - Wayne fell out of his chair - Pam says to him "If you sit up big and tall I'll let you help in a minute." Tree on bulletin board - with green leaves on tree Pam has children to exchange the green leaves for fall colored leaves. (Geneva took sick child to office).

9.10 - L.G. - game about trees - children stand up tall like big trees - "I saw what happened, Albert - leave your hands to yourself." "Teapot" song - Wayne really acting out - Pam removed him from group - gave him attention when he didn't behave still - Geneva comes back - takes Wayne and brings him back to L.T. - He now has Geneva's undivided attention!

9.16 - Return to small groups - (I'm focusing in on Pam's group) - "5 places to paint - we have 5 children" - Demonstration of how to do it - 3 colors - setting of standards. Pam paints a tree and talks about the 3 colors and 3 brushes.

9.20 - Geneva is having a story of the 3 BEARS - she has assigned children's parts - children are looking at painting corner a little - children have trouble following cues in story that pertain to her part (children are really enjoying the story - those that don't have parts are being very attentive).

9.30 - Pam says to her group that it's almost time to go outside - Geneva ends her story and gets children to help her put the story props away. Geneva's group is waiting on Pam's group to wash up.

9.35 - Pam rings bell - "While my group is washing up let's go ahead and get ready to line up for outdoor play."

10.15 - Came in from outdoor play - bathroom -

10.25 - Pam and Geneva change tables - Pam has story - 3 BEARS - Geneva sets standards for painting with her group.

10.30 - Geneva - "Only enough room for 5 to paint - the ones that didn't have a part in 3 BEARS choose whether they want to paint or play with blocks - then tomorrow you'll get to do what you didn't get to today" - Blocks and new wooden cars are in L.G. area (Pam mentioned to Geneva that she was going to introduce new toys in Large Group!)

10.37 - Blocks are a little distracting to Pam's story - however, her children are paying more attention to the "acting out" of the story than looking at blocks - Wayne is Papa bear (he has difficulty following directions and being aware of activity).

10.43 - One boy tried to carry too many blocks at one time and dropped them - Geneva came over and suggested that he try to carry fewer blocks.

10.45 - Albert causes big fuss with blocks - Pam stops cold and watches as Geneva tries to work out difficulty.

10.46 - Story is over - Pam recalls "Little Miss Muffett" with children and her group goes over it - Geneva asks Pam about s.f.c. - not enough time before lunch.

10.47 - Geneva gets her group to clean up the paints - boys having trouble picking up blocks at first - tried to carry too many.

10.50 - Both groups are back to their tables - bell rings - hand washing - total class singing while individuals are sent to sink to wash hands.

10.58 - A child suggests "Farmer In The Dell" - Pam makes circle in L.G. area with children - (lunch delivery is late - Geneva goes and checks) - Pam says "Albert don't talk while we're trying to sing."

11.02 - Geneva brings in lunch - Pam has children sit down - one girl at Geneva's table is standing up - Geneva chooses her to help pass out milk! I join Pam's group for lunch.

11.29 - Pam starts clean-up song -

11.30 - Pam rings bell - bathroom time -

11.37 - Both teachers are getting children ready to take a nap.

12.30 - Naptime over - children went to sleep. - Both teachers getting children ready to go down the street to the park - took about 10 min. to walk to park.

1.20 - Returned to classroom - last large group - children came without chairs and sat on floor (rug) "like an Indian" - Pam reviews what happens in fall and has a poem about fall "poem is kind of a short story" - "When I sing your name (GET ON BOARD) go to your cubby hole and get your things and line up."

C. EVALUATION WITH STAFF

Both teachers evaluated their day while I listened. This gave me an idea of whether they were able to determine which parts were causing them trouble as far as the model is concerned. After their team evaluation, I critiqued the day and the three of us discussed possible solutions to "problem" areas. Teachers are recording children's skill development on a worksheet before putting in "mini-monster."

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Ignore inappropriate behavior especially with Wayne (from previous report this is improving)

2. Encourage Wayne when he is approximating expected behavior

3. Use more direct positive reinforcement (be specific - guard against "bribe" statements)

4. Use role models to reinforce expected behavior and as a positive device to reset standards

5. Plan buffers and include in lesson plans

6. Be selective in the moving around of small group areas so that neither small group will conflict with one another

7. Anytime day's schedule is changed prepare the children (i.e. leaving off selected free choice because of time consumed in walking to nearby park).

8. Reinforcement during large group should be more consistent from both teachers simultaneously

9. Continue the good job of setting standards for planned activities and transitions.

RECEIVED
MAR 1 1973
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 6, 1973
School: Roosevelt
Staff: L.T. Larry Saltzman
A.T. Myrtle Ball

City: Louisville, Kentucky
Principal: Dr. Car Foster

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1 X	+1	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1 X	+1	+2	
5. Teacher Preparation	-2	-1 X	+1	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1 X	+1	+2	
10. Reinforcement & Behavior Management	-2 X	-1	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

Warm relationship between L.T. and children.

What, if anything, did you as trainer see that disturbed you?

Lack of any positive reinforcement or standards from either teacher during the entire observation period.

What were the skill objectives and attitude objectives listed for today?

None listed.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 6, 1973
School: Roosevelt
Staff: L.T. Pam Raven
A.T. Geneva Weber

City: Louisville, Kentucky
Principal: Dr. Car Foster

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1 X	+1	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

Scheduling and physical setting.

What, if anything, did you as trainer see that disturbed you?

The many problems surrounding the use of E.L.S.
Lack of interest in implementing certain aspects of the program.

What were the skill objectives and attitude objectives listed for today?

None listed by either teacher.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, February 6, 1973
SCHOOL: Roosevelt
PRINCIPAL: Dr. Car Foster
LOCATION: Louisville, Kentucky
STAFF: Larry Saltzman - Lead Teacher
Myrtle Ball - Assistant Teacher
Pam Raven - Lead Teacher
Geneva Weber - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. Observe all day session in Saltzman - Ball classroom with informal chat worked in for Raven - Weber classroom.
2. To confirm reports from Bettie that neither classroom is writing nor intends to write daily lesson plans.
3. To obtain suggestions for topics to be covered during inservice next month.
4. To provide feedback for Larry and Myrtle based on observation.

ARRIVAL:

Principal not in - went directly to classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Informed by Larry that the group would be going on a field trip today. Most of the children are sitting at tables looking at books - a few are up wandering around - Larry takes care of lunch money collection. - Myrtle talks with a couple of mothers at the door.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

8:30 - Larry "Book Looks over everybody." Children put books away. Larry calls his group up to get breakfast from shelf - Larry sets very general standards. "Everybody take some of everything you see." Most of the children do not take any of the oatmeal.

Myrtle gets negative with a child who won't sit in his chair. Myrtle repeatedly asks him to sit down. Child finally sits. Larry leaves to take lunch money to office - sits and talks with children when he returns. Larry asked if this was a scheduled day for me to visit - he said he hadn't been informed that someone would be here.

Larry has 9 children - Myrtle has 7.

8:50 - One child at each table collects trash from tables - Larry sits in large group circle - tries to get children's attention by talking louder than the children. He finally says "listening ears, how many people can talk at once?" One child says "two." All others say "one."

Larry holds up name tags for each child to come up and sit on floor in large group area. Does a good job of letting children go over things to remember to do on the trip also what some things are they might see on the trip to the Mall downtown.

9:00 - Children sent to get coats and go back to tables.

Field trip not observed.

Pam & Geneva - Large Group -

9:05 - Children assembled in large group area - Pam reads story - Geneva sets out head phones on a table at far end of the room. Geneva comes over - sits behind group - reinforces a couple of children for answering questions about the story. Pam finishes story - introduces dress up clothes for housekeeping center - very good!

9:22 - Children go back to tables individually. Pam calls children by their last name. All children seem to know their last name.

9:25 - Small Group -

Pam has flannel board - children label objects as they are put on flannel board - then gives a word that rhymes with each object on the flannel board. Only about 3 of the 8 children have the concept of rhyming words. - Geneva has her group plugged into E.L.S. headphones.

9:35 - Pam's group gets wraps on to go outside - Geneva's group remains plugged in at the table. After about 15 minutes the children begin complaining about not being able to go outside. Geneva stops the machine and tells the children they will go outside when Pam's group comes back inside. - 2 people came in and watched the group for about 3 or 4 minutes, then left. No indication from Geneva as to who they were.

9:55 - Children have become very restless. Geneva has to coax one child into finishing the last 2 pages for today.

10:00 - Group finishes - gets coats - line up at door.

10:05 - Pam returns with her group. They put coats away, then go to table. Children are called individually by their last names to move over to the headphone table. Pam's group does not use the earphones because Geneva's group is still outside. The tape is turned on at 10:10. Children have trouble listening and nodding their heads when they have completed an exercise. Pam has to constantly remind the children to color "a little faster" - about 3 of the children are coloring very slowly. - One child closes up his book and refuses to finish - he has become very frustrated because he colored slowly and the others continued without him. - Pam tells him to either finish the book now or finish it during free choice - child says he doesn't want to do either one - he remains at the table and disturbes the children next to him.

10:35 - Some of Geneva's group come back into the room - Pam directs children to put earphones on.

10:40 - Small Group -

Geneva has her group on floor in the large group area - uses same rhyming word activity Pam used Most of the kids haven't the slighest idea what they are suppose to be doing - many of them guess words that do not rhyme with any picture on the board.

10:53 - Pam finishes F.L.S. activity - children are very noisy - inattentive - Pam's voice gets loud also - gets negative with one child who runs across the room.

10:55 - Children put table cloths on tables in Pam's group - both teachers leave room to get lunch - most of the children remain in their chairs but are very noisy - a couple of children at each table get up and wander around.

11:00 - Pam returns - talks to 2 boys who had been hitting while she was out of the room - she firmly tells the 2 boys "I don't want any more hitting, ok."

11:05 - Lunch - Both teachers eat with children.

C. EVALUATION WITH STAFF:
Larry, Pam and I went to teachers lounge to talk before I left. Pam rationalized her lack of appropriate standard setting to a desire for the children to have more "freedom" - She said "they know what's expected of them." I went over DARCEE's rationale for standard setting and emphasized the need for teachers not to assume children always to know or remember what to do. I suggested that if she and Geneva were giving the children practice in being independent by both leaving the room at the same time and not setting any standards that the sequence of independence training be changed to gradual withdrawal from the classroom instead of all at once. I further pointed out the inappropriateness of their actions by pointing out the behavior of the children when this happened. Most of our discussion gave me a further insight into just how drastically Pam's philosophy of teaching children differs from DARCEE's. Another thing that was very apparent was that Pam has no intention of implementing the model to any extent that is not in keeping with what her ideas are concerning teaching young children.

I seriously question the value of our present methods of observation/feedback for this, and a number of other classrooms. All this visit accomplished as far as this trainer is concerned was that it gave Pam and Larry another opportunity to again state her objections and refusal to implement certain aspects of the DARCEE model, and as in similar situations in the past, the trainer is left with no leg to stand on.

It seems to this trainer to be a waste of time an money to make an observation/feedback visit to a classroom to make repeated recommendations for changes and to have the teacher tell you repeatedly, in essence, she has no intention of following through on these recommendations.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER:
Take what you will from the comments in Evaluation with staff section of this report.

RECEIVED
OCT 11 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, Sept. 6, 1972
SCHOOL: Roosevelt School
PRINCIPAL: Dr. Cal Foster
LOCATION: 222 N. 17th St., Louisville, Ky. 40203
STAFF: Larry Saltzman, L.T., Myrtle Ball, A T.
TRAINER: Julia Z. Stinson

OBJECTIVES FOR VISIT:

1. For trainer: Make contact with principal at Roosevelt School. - Inform of visit to classroom.
   Evaluate in part, the staff's ability to implement the DARCEE program based on input during pre-service training (classroom start-up).
   Observe the classroom day's operation and give staff constructive feedback at end of day.
   Provide support for staff in face of problems (lack of materials, larger than 10-1 ratio).

ARRIVAL: I arrived approximately 8.15 a.m. Spoke briefly with Dr. Foster, in hall supervising before - official - school - hours - hall activities. I informed Dr. Foster I would be visiting in Larry Saltzman's classroom today. Again, met with pleasant response from Dr. Foster.

CLASSROOM OBSERVATIONS:

A. GENERAL COMMENTS

Classroom is cheerful - walls are painted a pastel yellow; one bulletin board is painted white; one bulletin board is painted red; one bulletin board is painted blue. Grey tile floor. Large rectangular rug (gold) for large group area. There are windows on one side of room with bare bookshelves and heaters below windows. Storage cabinets and sink area are on back wall. Chalk boards and bulletin board are located on opposite end wall. The walls are bare of display material, etc. The furniture in room is arranged to indicate two small group areas and a large group area.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

Upon arriving, Larry and Mrs. Ball are busy with last minute preparations for day. Appears to be a good team relationship. Geneva Weber, from other classroom, brought in milk for this classroom's snack.

8.30 - Children go to tables after Mrs. Ball has accompanied children from entrance; Larry assists children removing wraps. Atmosphere seems relaxed and accepting. Noise level - low.

Children are seated at small group tables with small group teachers. Larry talking quietly with group; Mrs. Ball talking with group - setting standards (sit up big and tall; listening ears); positively reinforcing children for following standards.

8.35 - Preparation for snack -

Larry's group washes hands first - Mrs. Ball's group washes hands second - Mrs. Ball asking children "Do you want to wash your hands for snack?"

*Don't give a choice if there isn't one.

Set standards for readiness to wash hands. Walk across room. Hand washing process went smoothly.

Mrs. Ball was called from room - children able to control - stay at table for a short period of time.

8.40 - Both groups letting children out napkins and milk. No standards set for snack. Mrs. Ball giving each child a cookie. Standards set after snack starts (do not eat till everyone served, sit big and tall), stating some things clearly (put straws in milk). Reminded children to eat and not play with food.

*What kinds of concept learning could have occurred during this time? (Shape of cookie, color of milk, where milk comes from, flavor of cookie, recall of snack yesterday). Snack is very quiet.

8.52 - Snack ended - clean up orderly and smooth.

8.56 - Bathroom routine - Set standards of behavior that indicated readiness. Quiet choo-choo train to bathroom. Children positively reinforced for following standards. Boys returned from bathroom (9.02). Girls returned from bathroom (9.04).

* Could have provided something to involve children (songs, fingerplays)

9.05 - Transition to large group - Larry directed one child at a time. Mrs. Ball is assisting. Some children carrying chairs inappropriately (*should have corrected inappropriate behavior.)

9.07 - Large Group - Sang "Where is Mary" - Did not set standards for large group. Children attending beautifully. - Larry is being very motivating - Mrs. Ball is singing enthusiastically.

*Mrs. Ball could have been moving around, positively reinforcing children for singing. - Larry stood up during large group. Introduces smiling face - activity for small group.

9.15 - 1st Small Group Activity

Teacher: Larry -
Asks children to put on listening ears, using treasure box.
Larry's group is doing color lotto.
Material: Color lotto boards/cards.
Standards: Sit up big and tall, looking glasses, listening ears, keep flat on table, each person will get a baggie with the small cards. Do not open until everybody gets one; take from baggie and lay on table (good standards but not reinforcing for children following standards.

Teacher: Mrs. Ball -
Asks children to put on listening ears, using treasure box.
Material: Paper plates - facial parts, glue -
Standards: Did not set standards before giving out materials.
Reminded children how to paste (paste put on squares of paper). Children havin difficulty with position of facial parts
Setting: Children seated at one (small) rectangular table.

Setting: Children seated at 2 tables and 1 rectangular table.
Positive reinforcement; moving around table, assisting individual children; verbally reinforcing children positively.
Objectives: Match colors (red, blue, green, yellow, orange, purple, brown, white).
Close of activity: one child collect large boards; one child collect baggies of small cards

*It would have helped if Mrs. Ball had displayed the model so children could see. It would have helped if she had moved around more. Positive reinforcement - very little.
Objectives: The children will be able to paste the parts of the face - recognizing circles.
Close of activity: wrote name on child's product.
* Hand washing process rough. Did not set standards for behavior.
Small group to outdoor play.

9.30 - Transition from small group to outdoor play.

10.25 - Return from outdoor play / bathroom

10.25 - 2nd Small Group Activity

Teacher: Larry -
One child giving out plates - set standards - keep plates flat on table - positively reinforced children that were keeping plates on table. Each child given a plate - baggie with parts - paste on red square for each child - had children take parts out - directed children to paste eyes on first.
Objectives: 1. The children will be able to paste the parts of the face on in proper position; 2. correct use of paste.
Did not hear standards for use of paste.
Larry up, walking around, helping individual children.
Clean up process - transition time - rough -

Teacher: Mrs. Ball -
Listening ears - introduces color lotto. Should positively reinforce children listening - did not hear standards for boards - set standards keep mouth zipped - did not set standard for small cards - first time to use color lotto - should have been introduced and demonstrated
Positively reinforcing children for following directions.
Table is too crowded. Teacher directed child to match the color she is holding up.
*Should have been positively reinforcing individual child for finding correct color.
*How many children could match all the colors?
*How many had difficulties?
Clean up - very abrupt - children not prepared - one child not enough time to play game -
*How could you have altered it so child would have been successful?
Mrs. Ball sang "Clean up Time" (10.35).

10.40 - Nap time - no standards set - should have discussed nap before putting towels down.

11.00 - Lunch

11.30 - Outdoor Play

11.55 - 2nd Large Group

- Departure -

Planning and evaluation session lead by trainer on request of Larry and Myrtle.

Recommendations made during P & E Session.

1. Be sure to set standards at beginning of activity

2. Be sure to positively reinforce children for following standards and exhibiting appropriate behavior.

3. Suggested using wet paper towels for hand washing routine after clay, paste activities.

4. Larry was concerned about the ELS reading program - said equipment and materials had been purchased ($ 450) for each classroom. I suggested they selectively use some of the materials from the ELS package as structured small group activities

5. Suggested specific standards be set for naptime.

6. Positively reinforced for 1. physical arrangement of classroom; 2. schedule 3. grouping; 4. apparent teamwork and intra-team work with Pam and Geneva; 5. innovative use of available materials.

Warren

Some problems.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, October 10, 1972
TIME: 8.25 a.m.
SCHOOL: Roosevelt School
PRINCIPAL: Dr. Car Foster
LOCATION: Louisville, Kentucky
STAFF: Larry Saltzman - Lead Teacher — He was absent.
Myrtle Ball - Assistant
TRAINER: Carolyn Marsh

What are kids learning?

OBJECTIVES FOR VISIT:

1. To observe the overall classroom operation (implementation of the DARCEE essentials) and provide feedback to staff.
2. To follow up on previous trainers' recommendations to staff.
3. To meet new assistant, Myrtle Ball.

1) Set goals
2) + Reinf
3) [illegible]
4) [illegible]
5) [illegible]

ARRIVAL:
Sue and I arrived at school around 8.25 a.m. Found our way to the office, the secretary directed us to the lounge. There we spoke briefly with Dr. Foster, he then escorted us to the classroom.

CLASSROOM OBSERVATION

A. GENERAL COMMENTS

When I entered the room, Geneva Weber was busy helping Myrtle set up for the day. Geneva introduced me to Myrtle who explained that Larry would be out today because of illness.

Myrtle explained that she had to go get milk. - 8.30 - Myrtle returned with milk. - 16 children present - 8 at one table - 8 at the other. Myrtle collects lunch and milk money. The children are very verbal, bu otherwise are doing well waiting, considering they have no materials t work with.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.32 - Myrtle "I need your listening ears" - standing in large group circle - announces visitor in room, opens windows, asks if she has everybody's lunch money.

8.35 - Myrtle asks for listening ears again - announces breakfast - one child at each table is asked to pass out plates. - Standards set "Remember to keep out plates in front of us" "We don't throw anything. Myrtle "I need some helpers" "________," would you pass out the milk for your group?" Children take turns passing out silver ware, apple [illegible]!

sauce in paper cups - Myrtle passes out sausage and toast at each table - saying "We don't eat until everyone's served." - After everyone is served Myrtle sits at one table eating with the children. - I take time now to look at the room. - There are a lot of "things" in the room that appear to be just there and makes the room seem too "busy" - Along the front wall is a piano with cardboard boxes stacked on top, a workbench type table with a treasure box, in front of the chalk board is a trash can, another small table, two treasure boxes on the floor, another large wooden toy type box, a file cabinet and a metal storage cabinet in the corner.

Along the windowed wall is a long bookshelf with materials on the shelves and on top, a block shelf partially divides the room, there are 5 different kinds of boxes on three metal tables in front of the shelf. Along the back wall is the coat closet covering half of the wall - and a sink covering the other half sitting on the sink is a fan and a record player and speaker. In front of the coat closet is a low square table with towels stacked for nap time.

Along the large group area wall is a desk, a bookshelf, bulletin board, and chalkboard. A large yellow rug designates the large group area.

8.50 - Substitute enters - Myrtle does not seem to know what to tell her. I suggest showing her the daily schedule and explain procedure for the day. Myrtle gives her a copy of the schedule. I further suggested that Myrtle eith do a free choice type day or explain the small group activity Larry had planne

9.05 - Substitute sits in chair in large group area - directs children to com up to the circle - Myrtle asks her if she would like for the children to come up one at a time. Myrtle calls the children up one at a time. - The substitut introduces herself to the group - her name is Mrs. Bailey. Mrs. B. asks each child to stand up and tell her their names - first and last name. - Some chil ren do not know their last names.

Songs -"Where Is Thumpkin" - "Ten Little Indians" -

Children obviously do not know the last song. Mrs. B. says "Some people are not singing." - Discussion of Jack and Jill - Mrs. B. asks children about the rhyme - a few children are familiar with it.

Mrs. B. "Raise your hand if you know a nursery rhyme." Some raise hands - non are able to name a nursery rhyme. - Myrtle is at desk doing paper work - come over to ask me if she should put assistant's materials in treasure box for h I suggest she put them in the box and explain this to assistant - I also suggested to Myrtle that she announce to total group, at end of large group, the change in the day, so children would know what to expect.

9.18 - Myrtle makes announcement to group, but does not explain what will be different.

9.19 - Transition back to small group tables. (I had thought Myrtle would do a selected free choice announcement but each group is involved in an activity at the table). - Mrs. Bailey has pegs - Myrtle has cubes. - Did not hear stan ards set at either table - Myrtle moves around table interacting with childre talking about colors. - Assistant also moving around talking to children abou what they are doing.

9.25 - Myrtle leaves room to take lunch money to Cafeteria.

9.29 - Assistant directs both groups to clean-up.

9.30 - Myrtle returns to room - Assistant says "I'm going to see which table is ready to go outside" - Myrtle's group is a little noisy - assistant "I don' see anybody over here that's ready to go out!"

Children called one at a time to get their coats - line up - boys in one line, girls in the other. - Children have done well so far. They didn't seem to be affected one way or the other by the new person's presence.

It struck me as odd when I saw Mrs. Bailey assume the role of lead teacher rather than the assistant. - Myrtle seemed to take it for granted. I must say that so far Mrs. Bailey has done a fairly good job. She does, however, use a lot of direct negative statements, but she doesn't come of as being a negative teacher as such. She doesn't smile at all, but she doesn't frown or schowl either. She has been following the schedule to the letter.

I did hear her use the terms "I like the way..." and Very Good a few times.

10.15 - Children return to building - go directly to bathroom.

10.18 - Children return to room - Mrs. Bailey's group returns first - 4 of Myrtle's children are at table. - Children are very noisy - Assistant tries to quiet children saying "s - h - h - h.

10.20 - Both groups begin 2nd small group activity - switched materials used for 1st small group. - Myrtle sets some standards - "take care of the pegs," "don't stick them in your mouth," etc. - asks children to find red peg as she holds one up - each child holds up a red peg - same procedure for blue, yellow green - Assistant has children naming 6 colors of a "tower" - then asks children to make one just like her's. - Most of the children seem to know all six colors - R,Y,G,O,P,B. - All are able to copy the pattern.

10.30 - Myrtle and assistant confer about S.F.C. - both groups clean up.

10.35 - Assistant gives out play dough - Myrtle's group has puzzles. - It appears, this is another small group activity - nothing has been said to the children about getting to choose - both groups are still at their respective tables. - Myrtle leaves room with snack trays.

10.40 - Myrtle returns to room - passes out clay to her group - assistant gives her group puzzles.

10.47 - Clean-up - assistant's group wash hands at sink in corner. - Myrtle having difficulty keeping control of her group while waiting to use sink.

10.50 - Children very noisy - getting out of hand at both tables - suggest to Myrtle that children be involved in singing while waiting for lunch - assistant asks "who knows a song we can sing?" - Myrtle suggests children sing "Riding in My Car" - assistant tries to get record player going - Myrtle leads children in song - Record - "Sesame Street" - Children listen very attentively for a while - Myrtle's group, farthest from the record player, lose interest and begin rough housing - Myrtle has gone to get lunch. Assistant - "I'm sorry that some people are unable to listen nicely!" - Children continue to be rowdy. Assistant goes over to table and "fusses" at a couple of boys - she stands with hands on hips - talking strongly - one little boy starts crying - she walks away from table - starts passing out silverware Myrtle has brought in - turns record player off - "let me see how nice you can be." - No standards set at either table for lunch.

11.05 - Lunch - milk, pineapples, sloppy Joe's and corn. - Myrtle eats with her group - assistant eats lunch at desk she has brought from home; goes over periodically to tell several children to "sit down," "pick up paper," "be quie etc.

11.25 - Lunch Clean-up -

11.30 - Line up for bathroom - Transition rough - Myrtle attempted to set standard for using "walking boots" - children not attentive.

11.33 - Children return to room with assistant - some are running - assistant "shhh," "boys be quiet." - Shades are pulled in preparation for naptime. - Assistant directs children to go to table and find their towels - children get towels and place them on floor around the room. Myrtle comes in - separates some children - assistant gives directions for "no talking, put your head down and keep your eyes closed."

Myrtle and assistant walk among children trying to quiet those making various kinds of noises. Most are quiet - a few are still slightly noisy - took a 30 minute break with Myrtle - we went to lounge and talked about the problems she has had with substitutes - also how she is learning more and more about the program every day.

12.30 - Naptime over - towels folded by teachers and children - about 5 children had to be awakened. Assistant directs children to get coats on to go outside.

1.15 - Children return to room - quickly get coats off and up to large group area without chairs - assistant gets group up by taping children on the shoulders who are ready." - Discussion of leaves on tree on bulletin board - children called up to recognize colors of leaves - "What color is grass and trees in spring?" One child responds correctly. Continuation of discussion into fall Children very attentive - assistant stops at one point to say "I like the way some people are listening." - Takes out small red book - reads story - children very attentive even though pictures are small - Myrtle sitting on floor behind her group with one child on her lap. Assistant reads story very effectively - stopping occasionally to discuss the pictures.

1.27 - Transition back to tables very short and smooth - Myrtle reinforces group - assistant follows up on what Myrtle has said ("I like the way you all used your walking boots") - children get coats - line up and leave. Bell rings

Who said which? Their feelings?

C. EVALUATION WITH STAFF

The evaluation with the staff was a group discussion. The results of the discussion are listed in the Recommendations for Follow-Up Trainer.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
(Check to see if the following recommendations made to the staff are being carried out).

1. Standards need to be set for each activity before activity begins. (This was [illegible] said ?)

2. Post children's work at eye level (pictures were posted above chalkboard and bulletin board in large group area).

3. Focusing too much on inappropriate behavior - not enough positive reinforcement. (and before.)

4. Have materials out for children to be involved with during arrival time.

5. Post schedule in room.

6. Materials and equipment in room that is not being used should be stored.

7. Include a free choice time in the schedule.

8. Procedure for Free Choice should include

   1) Announcement of activity to total group
   2) Announcement of what materials are available
   3) Have at least 3 choices for this number of children
   4) Provide a variety of materials

9. Are standards being set consistently for working puzzles? Children are dumping pieces out - stress one at a time

10. Remember to tell the children what you do want instead of what you don't want.

11. Use songs and fingerplays to keep children involved during waiting times.

Schedule - Roosevelt -

8.30 - Breakfast
9.00 - Large Group
9.15 - Small Group
9.30 - Outdoor Play
10.15 - Bathroom
10.25 - Small Group
10.45 - Bathroom

11.00 - Lunch
11.25 - Bathroom
11.30 - 12.30 - Rest
12.30 - 1.15 - Outdoor Play
1.15 - 1.30 - Last Large Group - Dismissal -

MEETING WITH NEW STAFF MEMBERS - MACON, GEORGIA

LOCATION: Bibb County Board of Education
ADDRESS: 2064 Vineville Ave., Macon, Georgia
PERSONS PRESENT: DARCEE Trainers -
Sue Claxton, Carolyn Marsh, Julia F. Stinson

Macon-DARCEE Teachers -
Mary Evelyn Hamlin, L.T. (Alexander II),
Grayson Smith, L.T. (Ingram),
Hilda Ragan, A.T. (Bruce)

Macon School Personnel -
Mr. Cornell Winn

NPECE Personnel -
Dr. Joe Haenn

The meeting started with introductions by Mr. Winn. Sue opened the training by asking the teachers to share how they had started off the year and what they had worked on to this point. Following are the responses:

Mrs. Hamlin said her class had covered all the colors except black; all geometric shapes; were working on animals getting ready for Winter; started the unit ALL ABOUT ME first week of school. The children had been ability grouped (three groups: high, middle, low). They had developed the following schedule:

Daily Schedule

8.30 - 8.45 - Arrival
8.45 - 9.05 - Selected Free Choice
9.05 - 9.15 - Bathroom
9.15 - 9.35 - 1st Large Group
9.35 - 9.50 - 1st Small Group
9.50 - - 2nd Small Group
- Outdoor Play
- Bathroom
- 2nd Large Group

Mrs. Smith shared their classroom schedule but I didn't get down the schedule. They had ability grouped the A.M. group of children; P.M. (17) group was being randomly grouped each day.

All teachers expressed pleasure with the help and cooperation provided by the other Macon-DARCEE teachers.

After this brief feedback, Sue directed the teachers' attention to the

Teachers' Training Manual. Sections of the manual were discussed, depending on the needs of the teachers.

Carolyn explained the use of units - reference was made to the section of the manual. Carolyn explained the appropriate use of the chalkboard.

The following topics were discussed:

1. Variety in S.F.C.
2. Lesson Plans
3. Block Plans
4. Display of teaching materials and children's products at children's eye level
5. Call of the teacher
6. Explanation of match, recognize, identify
7. Different types of activities that provide change in pace, skill, content.
8. Need for planning together as a team
9. Explained small group follow up of unit content introduced in large group
10. Appropriate use of dittos.
11. Writing of lesson plans

A. Objectives written in behavioral terms

B. Objectives will be taken from "Mini-Monster"

C. Wording of objectives will change over time

D. Explanation of activity
   a) Introduction of material - set standards
   b) Motivation techniques
   c) Sequence of distributing materials
   d) Prepare children for close of activity - clean up process
   e) Plan buffer - should be different from main small group activity
   f) Buffer isn't compulsory

E. Evaluation - how it went - in terms of whether the objectives were met/unmet - individual children.

12. Block Plan for week - explained by Sue - it's a guide - not the last word. Helps team to see variety in day - week; materials, skills, settings; helps team function more cooperatively.

13. Positive reinforcement - sequenced - set standards
Positively reinforce for following standards.

Ignore child not following standards. Reset standards. Positively reinforce if child follows standards. If child can't adhere to standards, remove from group with understanding - when he thinks he can follow standards, he can come back to group.

RECEIVED
DEC 01 1972
NATIONAL COORDINATION CENTER

MEETING

Call to Order by Helen Williams

November 7, 1972

(Notes taken by Carolyn Marsh)

Mr. Wynn - Salaries discussed - Aides specifically -

1. Salaries set - nothing can be done to raise salaries as of this year. May be able to do something next year.
2. Number of teachers in a classroom - Explanation of research to see difference in 1 - 10 and 1 - 7 ratios. - No way to equate salary with number of children a teacher works with - Mr. Wynn.
3. Bertha - Doesn't understand why substitute has to be paid by her - lengthy discussion on substitutes for DA's and teachers.
4. Where are materials that were packed over the summer? - Bertha.
5. Rug is dirty (Bertha).
6. Will personal leave days be increased next year? (La Constance).
7. Assistants need to be in on pre-planning - Nan Marney.
8. Can checks be sent to schools? - Daphne.
9. Additional classrooms at Williams and Burdell - Mr. Wynn.

Attendance

Nan Marney
Thelma Hill
LaConstance Smith
Helen Williams
Cordell Wynn
Margie Jones
Mary Irvin
Bertha Baker
Mary Davis
Clifford Haddock
Daphne Scott
Delia McCard
Hilda Regan

Catherine Woolfork
Mary Habersham
Costella Causey
Joanne Gardner
Mary Hamlin
Martha King
Nancy Beck
Minnie Seabrooks
Joyce Harper
Grayson Smith
Carolyn Marsh
Julia F. Stinson
Sue Claxton

Use of "Mini-Monster" -

Time allotted - 30 minutes.

Objectives of Session -

1. Teachers will have a general understanding of manual as a guide.

2. Teachers will understand design for the way in which the manual was organized - review.

3. Teachers will be able to understand the ongoing balance of the curriculum in relationship to planning.

4. Teachers will have an understanding of subsequent objectives that lead up to an advanced concept.

Strategies -

1. Explain rationale - need for organization and sequence to learning experiences - one basic, concrete concept (experience) serves as foundation for subsequent, related concepts (experiences).

2. Look at "mini-monster" - table of contents - different sections.

3. Basic concepts presented (lecture) and then each elaborated on - I sight one example of 2 structured small groups pointing out variety and one being somewhat active and other activity being somewhat passive.

4. Each team will be assigned an objective to trace subsequent objectives that lead up to it. Two teams work separately on same objective to investigate and then one team present objective and second team check for accuracy. I walk through an example first:

Example:

Objective to investigate	page	Category	Previous Objectives
Recognition 11 to 15	68	Basic concept (shapes)	page 3, 17, 31

Team assignments:

Objective to investigate	page	Category	Previous Objectives
Identify sets with 0 to 10 members	20	Basic concept (sets)	page 5, 20
Create logical sequence of events to make a story	42	Lang. Developm. (Seq. skills)	page 13, 26

Objective to investigate	Page	Category	Previous Objectives
Draw on lines using pencil or crayon	45	Small Motor (eye-hand)	page 15, 29
Asks questions beginning with who, what, etc.	44	Lang. Dev. (verbal skills)	page 14, 28
Make and extend shape pattern - verbal directions	38	Visual Skills (patterning)	page 10, 25

Materials: "Mini-Monster" -

Evaluation of Session:

No questions from participants on strategy number 1,2,3. The teams were able to successfully execute the exercise on investigating objectives and the concepts that a child would need to know in order to attempt a specific objective. I wish that I had developed some kind of measuring device to determine if indeed the participants understand how to, on a daily basis, plan a "balanced curriculum" for the two structured small groups. And if the block plan of a team would show evidence of the same, too.

Block Planning - should include:

a. Balance of activities, skills, materials -

b. Handout (briefly discuss) -

Daily Lesson Plans -

a. Justifications

1. Guide for teacher in thinking through each activity, each day.
2. Record for procedures for specific activities - can be shared with team mates.
3. Clarifies objectives in relation to individual children.
4. Written evaluations serve as resource for teachers when there is a change in groups.
5. Provides a comprehensive record keeping system for teachers in recalling how well or poorly each child does with the many skills and concepts a teacher introduces during a years time.
6. Helps in sequencing the programs skill and attitude objectives on a daily basis.
7. Part of program, not an option, program is involved in experimental design - listed on rating form.

Standards for Lesson Plans -

1. Always list objectives in behavioral terms along with page # in Mini-Monster.
2. Should provide adequate space for written evaluation.
3. Materials should be listed.
4. Any activity or material presented for the first time should be stepped out as far as objectives and procedures are concerned (specific standards, sequence of giving out materials, etc.)
5. When an activity is done a number of times, the lesson plan can be abbreviated - (cut down on description of activity or procedure).

6. The actual form the lesson plan takes is not as significant as the content (i.e. loose leaf notebook, folders, DARCEE lesson plan forms, an adaption of the DARCEE lesson plan, etc.)

Daily Evaluation -

1. Lead teacher initiates
2. A group process
3. A matter of making the most effective use of time
4. Time to map out strategies for helping children having problems with attitude development.

Pass out hand outs - discuss each item.

9:00 - 9:45 - Sequence Units for rest of year -

Beginning with coming year - beginning with coming week through June 1, 1973. 1973.

a. Teachers will need to develop units of their own

b. Time allotments will change depending on resources, children's interest, weather, etc. Not every unit will last same amount of time for every classroom.

c. Leave time in between each unit to focus on basic skills (trainer will list units teachers have on chalkboard).

d. Look over sequencing principles - page 54-56 - *Selecting and Sequencing Units.*

Blockplanning, daily lesson planning, and daily evaluation were combined and discussed briefly by the trainer. The only feedback from any of the participants came in the form of a question from Grayson Smith. She wanted to know why the Mini-Monster couldn't serve as evaluation of activities.

The function of the Mini-Monster was explained as compared to the function of the daily lesson plans.

Unit Sequencing -

The objective of having the participants list the sequence of units that will be used for the remaining year was accomplished. Participants were given directions and completed the lists in the allotted time. (Trainer collected duplicate copies from each classroom staff - feedback will be written and sent back to each classroom (i.e. changes, substitutions, correctness or incorrectness of unit sequence, etc.)

Schedule -

Time allotted - 30 minutes.

Objectives of Session -

1. Teachers will understand purpose of selected free choice.
2. Teachers will understand grouping - large and small.
3. Teachers will understand time allotments for grouping.
4. Teachers will understand that transitions should be taking less time.
5. Teachers will understand purpose for 2nd large group.
6. Teachers will understand that there is time for planning and evaluation.

Strategies -

1. Lecture - S.F.C. may have been misinterpreted, is not to be at beginning of day as children come in on a staggered basis. S.F.C. should come after the structured small groups, standards announced to children at same time teachers encourage children to make choice, to encourage independence and persistence.
2. List number of large and small groups on black board and approximate time allotted for each....1st large group - 20 minutes, 2nd large group - 15 minutes, 2 structured small groups - 15 minutes each, selected free choic 20 minutes.
3. Put a sample morning and afternoon schedule on the board illustrating distribution of time and how both sessions can accomodate the DARCEE model schedule.
4. State that children are learning all the time and that familiar, routine experiences take less time - bathroom period and other similar transition
5. Lecture - 2nd large group is a fun, relaxed time to casually review the day and go over songs, etc. It is not a quiz show session.
6. The sample schedule on the board will show 2 times when team can plan and evaluate.

Materials: Black board, chalk, and preplanned schedule.

8:30 - 8:45 - Arrival
8:45 - 9:05 - 1st large group
9:05 - 9:15 - Bathroom
9:15 - 9:30 - 1st small group
9:30 - 9:45 - 2nd small group
9:45 - 10:15 - Play
10:15 - 10:35 - S.F.C.
10:35 - 10:45 - Bathroom
10:45 - 11:00 - 2nd large group
11:00 - 11:25 - Lunch
11:25 - 11:30 - Home
11:30 - 12:00 - Planning & Evaluation

12:00 - 12:20 - Arrival - Bathroom
12:20 - 12:45 - Lunch
12:45 - 1:05 - 1st large group
1:05 - 1:20 - 1st small group
1:20 - 1:35 - 2nd small group
1:35 - 2:05 - Play
2:05 - 2:15 - Bathroom
2:15 - 2:35 - S.F.C.
2:35 - 2.50 - 2nd large group
2:50 - 3:00 - Getting ready to go home
3:00 - 3:30 - Planning & Evaluation

Evaluation: - Some of the participants made reference to an early training session last year where Meg O'Connor had stressed the importance of having things out for the children to play with when they first came in instead of sitting idle until everyone arrived. This was interpreted as selected free choice. However, the present session clarified it. There was no question nor comments concerning objective #2. For the most part, there was a rather non-committal attitude toward the whole session. It will be difficult to truly evaluate the impact of this session until "observation - feedback" visits.

10:45 - 12:00 - Developing a Bulletin Board around Unit: Transportation.

Objectives:

1. Participants will understand the process of placing an item on the board for each concept introduced in the unit - Transportation

2. Participants will choose items to place on board for unit Transportation.

3. Participants will demonstrate the principle of "growing bulletin board" by writing down letter and number for each concept and description of item placed on board to represent concept. Describe background scene.

4. Participants will share ideas.

Procedure:

1. Total group will be divided into five groups.

Group I - Air -

Alexander II - Mary Evelyn Hamlin, Rosalind Walker, Martha King.

Clisby - Catherine Woolfork, Mary Habersham.

Group II - Air -

Bruce - Helen Williams, Delia McCard, Hilda Ragan.

Burke - Nancy Beck, Minnie Seabrooks.

Group III - Land -

Hamilton - Clifford Mae Haddock, Daphne Scott, LaConstance Smith.

Williams - Mary Davis, Bertha Baker.

Group IV - Land -

Green Street - Joyce Harper, Mary Irvin, Margie Jones.

Pye - Costella Causey, Joanne Gardner.

Group V - Water -

Burdell - Connie Smith, Thelma Hill, Nan Marney.

Ingram - Grayson Smith, Ethelrine Boatwright.

2. Pass out units Transportation to each participant.
3. Pass out forms for recording the growth of the bulletin board.
4. Give specific directions:
    - A. Briefly look over units -
    - B. Choose an item to place on bulletin board for each concept -
    - C. Designate a person to keep records -

Materials needed:

1. 25 units Transportation -
2. 5 record keeping sheets -

3. Access to wall or bulletin board -

4. Masking tape -

5. Package construction paper -

Record Keeping Sheet for B.B. development -

Unit: Transportation - Land -

Date	Concept	Item
Day 1	A - 1	Background with highway scene - telephone/electrical lines
Day 2	A - 2	--------------
Day 3	B - 1	One sedan car - without side - characteristics clear
Day 4	B - 2	2 cars - station wagon, jeep
Day 5	B - 3 - 4	Street and highway markings - road signs - stop, r.r., curve sign, speed limit
Day 6	B - 5	Car dealer - ship service station
Day 7	C - 1	1 truck - pick up
Day 8	C - 2	2 trucks - moving van, garbage truck
Day 9	C - 3 - 4	Weight station/refer back to highway signs, road signs
Day 10	C - 5	No new items - refer to items from days 7,8
Day 11	D - 1	Bus - school bus
Day 12	D - 2	2 buses - city bus, cross-country bus
Day 13	D - 3	Bus station - refer to items from day 5
Day 14	D - 4 - 5 - 6	Refer to item for day 13

Date	Concept	Item
Day 15	E - 1 E - 2 - c (8)	Railroad track, train with engine, space for cars, caboose
Day 16	E - 2 - b E - 2 - c (9) (10), (11), (12)	Pullman car - 2 Dining car - 1 Sleeping car - 1 Mail car - 1
Day 17	E - 2 - c - (1)	Cattle car - 1
Day 18	E - 2 - c - (2) (3), (4), (5), (6), (7)	Hopper car (coal) - 1 Flat car (machinery) - 1 Tank car (milk) - 1 Box car (boxes) - 1 Gondola car (pipes) - 1 Auto car (cars) - 1
Day 19	E - 3 - 4	Engineer - fireman - brakeman - conductor - chef - waiter
Day 20	E - 5 - 6	Freight yard - train station

Developed prior to session in order to understand more fully the difficulties the participants would encounter and the questions the process would generate

Evaluation of Session:

Developing a Bulletin Board around Unit Transportation.

I feel the staff members at Bruce, Burke, Hamilton, Williams, Green Street, and Pye accomplished objectives 1, 2, 3, 4. Staff members at Alexander II, Clisby, Burdell, and Ingram had difficulty with objectives 1, 2, and 3. See Record Keeping Sheets for specific difficulties.

1:15 - 2:00 - Role of the Teacher -

1:15 - 1:35 - a. Positive reinforcement - some classrooms are doing excellent job with this.

1. Positive approach to be used in classroom by teachers.

2. Teachers are role models.

3. Need to be consistent - all teachers.

4. Need to set specific standards - both teachers.

5. Aim is to help children learn behave appropriately every time - not just for that one time.

6. Focus on behavior that is appropriate so child learns what behaviors he will get attention for.

b. Selected Free Choice -

1. Teachers supervise a specific activity.

2. Lead teacher announces choices.

3. Teachers alternate supervising a 3rd activity in the case of two teachers in a classroom.

4. Variety of materials - 1. Paper & crayon - sit down - small muscle manipulation.
   2. Housekeeping - much movement.
   3. Lotto or classification game - more concentration.

verses all manipulative -

5. Standards are to be set for choices.

6. All teachers decide together the materials to be used for S.F.C. Each decides what she will supervise.

Teamwork Exercise -

1:35 - 2:00 -

1. List 10 essentials of effective teamwork.

2. 5 groups revise list - putting items in order of priorities - no voting!

Teamwork Exercise

Statements made by trainer on the necessity of teamwork in the DARCEE program. Participants were asked to name randomly, some essentials of effective teamwork. These items were listed on chalkboard by trainer:

Participant's list of Teamwork Essentials were:	*	**	***	****	*****
1. Cooperation (Cooperative Attitude)	3	5	4	6	4
2. Communication	2	2	2	5	7
3. Open Mindedness	4	3	3	7	3
4. Understanding	5	4	1	3	5
5. Respect for each other	1	1	8	1	1
6. Togetherness	3	6	7	2	12
7. Flexibility	8	7	6	11	10
8. Ability to lead and follow	7	11	11	8	6
9. Hard working	6	8	9	9	8
10. Sharing of talents	3	10	5	10	9
11. Willingness	9	9	10	4	2
12. Sense of humor (added later)					11

Participants were then divided into 5 groups with 5 in each group and asked to revise the list to place items in order of importance. The 5 revised lists are shown on the right hand side above.

*	Alexander II and Clisby
**	Hamilton and Williams
***	Burdell and Ingram
****	Maude Pye and Green Street
*****	Bruce - Burke

Role of Teacher

Use of positive reinforcement was discussed by trainer - no feedback from participants.

Selected Free Choice - Procedures discussed with emphasis on balance of materials and standards. A thorough explanation of the procedures for S.F.C. in the case of only 2 teachers in a classroom was given in response to a question from Bertha Baker concerning the above.

2:00 - 3:00 - Attitude Development -

Objectives:

1. Participants will understand that attitude development is an integral part of the program.
2. Participants will choose three children having difficulty in their small group to focus on with attitude analysis chart.
3. Each participant will analyze child's behavior and mark accor ingly on the chart.
4. Each participant will describe child's level of attitude development with each attitude objective and write down.
5. Each participant will prescribe teacher behavior to help the child become more competent at each attitude. This informatio will be written on the chart.

Procedure:

1. Ask participant to sit in center teams.
2. Ask participants to locate attitude Diagnosis Record (Appendix C - page 161 in back of Teacher's Manual).
3. Make introductory remarks - rational for exercise.
4. Give specific directions:
    A. Briefly look over Attitude Development section in Teacher's Manual (page 63 - 86).
    B. Select three children in small group.
    C. Turn to Attitude Diagnosis Chart - fill in informatio requested on child 1.
    D. Walk through process C. if necessary.
5. At 3:00 ask some participants to share their findings.

Materials needed:

Each participant needs Teacher's Manual.

Evaluation of Session:

I felt very little was accomplished with this process. First, some people misunderstood the reason for the process - they thought we were asking them to do this with each child in their center on a daily basis and spent a great deal of time grumbling among themselves about the workload. All of the participants met objective 2, however, no one was able to work through the process with all three children. Most participants were able to accomplish objective 3 - designate which column the child fits. Few participants were able to accomplish objective 4 in enough detail to be of help. Very few participants accomplished objective 5. There was a great deal of verbal exchange between center staff members and trainers relating to objectives 4 and 5, however I'm not sure of what level of accomplishment of each objective we reached.

No one wanted to share during the 3:00 - 3:30 time allotted. Finally, I resorted to asking someone to share objective 4 on the first four attitudes and the group to give input on objective 5 for those attitudes. With this procedure two participants shared objective 4 on the first eight attitudes (Connie Smith and Joyce Harper). Only one participant offered any suggestions (objective 5) during this time (margie Jones).

MACON INSERVICE REPORT
DECEMBER 11, 1972
MAUDE C. PYE ELEMENTARY SCHOOL
DARCEE TRAINERS: Sue Claxton, Carolyn Marsh, Julia F. Stinson

INSERVICE SCHEDULE - OUTLINE

	Session	Time allotted	Trainer
A.M.	Use of "Mini-Monster"	30 minutes	Sue Claxton
	Blockplanning Daily Lesson Planning Daily Evaluation	30 minutes	Carolyn Marsh Carolyn Marsh Carolyn Marsh
	Sequence Units for rest of year	45 minutes	Carolyn Marsh
	Schedule	30 minutes	Sue Claxton
	Developing a Bulletin Board	75 minutes	Julia F. Stinson
	Sharing Bulletin Board Ideas	30 minutes	Julia F. Stinson
P.M.	Role of Teacher	45 minutes	Carolyn Marsh
	Attitude Development	1 1/2 hours	Julia F. Stinson

PARTICIPANTS PRESENT:

Mary Evelyn Hamlin
Martha King
Rosalind Walker
Nancy Beck
Minnie Seabrooks
Grayson Smith
Ethelrine Boatwright
Joyce Harper
Margie Jones
Mary Irvin

Catherine Woolfork
Mary Habersham
Clifford Mae Haddock
Daphne Scott
LaConstance Smith
Costella Causey
Joanne Gardner
Helen Williams
Delia McCard

PARTICIPANTS ABSENT:

Nan Marney

Mr. Wynn arrived at 1:30.

Mr. Brunson came in at 1:43 - left at 1:46.

Record Keeping Sheet

Group I - Alexander II
Clisby

Unit: Transportation -

Date	Concept	Item
Day 1	-	Background scene - sky - clouds -
Day 2	F. 1	Ditto sheet of airplane - cut out for Board.
Day 3	F. 2 - a.	Colors and sizes of airplanes.
Day 4	F. B - 1	Refer to Board - small planes - also function of some small planes - Crop dusting recreation.
Day 5	F. B - 2	Function of some small planes - Business.
Day 6	F. B - 3	Function of commercial planes.
Day 7	F. B - 4	Function of cargo planes.
Day 8	F. B - 5	Objects or pictures to show the children. *Army plane models, helicopter model.*
Day 9	F. c. d.	
Day 10	3. a.b.c.d.	Poster of airstrip.*
Day 11	4. a.b. 1 - 4	Film on Transportation.*
Day 12	5. a. 1-2-3	Model or picture of helicopter
Day 13	5. b. 1 - 2	Uses of helicopter*
Day 14	6. a.	Magazine coverage of space trip*
Day 15	6. b.	First newspaper coverage of moon walk*

Record Keeping Sheet

Unit: Transportation - Group II - Bruce
Burke

Date	Concept	Items
Day 1	2 a. differ size, shape, color	3 different planes - 1) helicopter 2) cargo - animals 3) rocket - men
Day 2	likenesses & differences distance	3 types of planes and their distance
Day 3	Flight School	School people
Day 4	Air Port	Facilities (air strips, etc.)
Day 5	Air Port	Facilities (Personal - tickets)
Day 6	Helicopter	Add helicopter and airplane
Day 7	Space ship	Display space ship and astronaut
Day 8	Summary	Above concepts - be sure they understand correlation of each day - rocket not at airport.

Record Keeping Sheet

Group III - Hamilton
Williams

Unit: Transportation -

Date	Concept	Item
Day 1	A - 1	Background (road, railroad tracks, highway)
Day 2	B - 1	Car
Day 3	B - 3	Motorcycle, police car, taxi
Day 4	B - 4	Traffic light
Day 5	B - 5	Service station
Day 6	C - 1, 2	Trucks, vans
Day 7	D - 1, 2, 3	Busses - school - city
Day 8, 9, 10	E - 1, 2	Trains - engine - hopper - flat - tank - - box car - caboose

Record Keeping Sheet

Group IV - Green Street
Pye

Unit: Transportation (Land)

Date	Concept	Item
Day 1	A - 1	Highway Background
Day 2	A - 2	*"Discuss" different modes of travel - land, water, clay
Day 3	B - 1	Car, cycles
Day 4	B - 2	2 kinds of cars
Day 5	B - 3	Put up road map
Day 6	B - 4	Put up traffic safety signs
Day 7	B - 5	Put up service station
Day 8	C - 1 - 5	Put up different kinds of trucks
Day 9	D - 1 - 6	Put up school bus and passenger bus
Day 10	E - 1 - C	*Put up train - include different cars

Record Keeping Sheet

Group V - Burdell
Ingram

Unit: Transportation (Water)

Date	Concepts	Item
Day 1	what a boat is and uses of boats	a picture, a model
Day 2	boats are different shapes	show several pictures of color, size, shape - accessories
Day 3	kinds of boats differ by type and function	show different kinds and locations: rivers, lakes, canals, oceans
Day 4	locations for boats	water and land sketch
Day 5	use of boats	pictures of people and goods being transferred
Day 6	boats differ by type of power	show pictures or examples of: wind, manpower, gasoline, diesel, steam, nuclear, turbin, engines
Day 7	kinds of work people do on boats	show captain, engineer, navigator, radio operator, seaman
Day 8	boats load & unload	show launch, dock, or pier
Day 9	first hand experience on field trip to see boats are of different types and function	experience chart*

RECEIVED
APR 27 1973
NATIONAL COORDINATION CENTER

Macon Inservice
April 5-6, 1973

8:00 - 3:30
Maude Pye School

Thursday

8:00 - 12:00 - Written feedback from teachers on Attitude Development

- Progress reports on specific children (Attitude Development)

- Discussion of Attitude Development feedback

12:00 - 1:00 - Lunch

1:00 - 1:30 - Sequencing Positive Reinforcement

1:30 - 3:00 - Motivation Charts - development and explanation of intended use

Friday

8:00 - 9:30 - Sequencing Skill Development - a team exercise

9:30 - 10:45 - Selected Free Choice

10:45 - 12:00 - Explanation of Mini-Monster - terminology - suggested activities

12:00 - 1:00 - Lunch

1:00 - 2:30 - Math activities - demonstration and explanation

2:30 - 3:00 - Block Plan Exercise

3:00 - 3:30 - Sharing of ideas and/or materials

Macon Inservice

Evaluation of 8:00 - 12:00 Session

I. Written feedback from teachers on Attitude Development.

Participants were asked to write questions, concerns, comments related to the essential Attitude Development. These remarks were to be discussed later in the morning.

The following 12 responses were received from the group. 24 participants were present on Thursday.

What to do with children who continue to do the wrong thing and know it. - I just praise the other children and get the message.

What would you say to a child who very seldom does good work, when finally he becomes interested and working hard - then the time is up?

What would you do when a child withdraws completely?

What would you do with a child that talks constantly about his mother and home during small group activity and disturbs the rest of the group?

What do you do with a child who is capable but doesn't "do" - We don't know if he can or can't do.

Child enters the room dragging her feet, refuses to sit or participate in any activity: we ignore her, she begins to cry, then scream. We tell her how pretty she looks and that we're so glad she came to school. She gets louder and louder. What would you do?

How can we encourage a verbal child outside of the classroom to talk in the classroom? Sometimes she speaks softly in small group, although she will nod her head.

Could we have some suggestions on how to calm down an emotional child that comes to school all "uptight."

What do you do with a child that does not respond to positive reinforcement; ignoring or isolation?

What do you do with a child that cannot maintain a behavior? Immediately after you praise he sits tall but cannot maintain that behavior even after you walk to next child.

What do you do with a child that refuses to participate? He is a smart child but will not answer or take part.

What do you do with a child that comes in with a bad disposition? He comes in fussing with the children. In small group he kicks them under the table. If he isn't pleased with his work, he tears it up. We tried meeting him at the door, letting him be our helper, ignoring, rewarding. NOTHING has changed the behavior.

How do you reach a child that turns you off when it doesn't concern things of the adult world? Here she can carry on an intelligent conversation, but when you start with kindergarten lessons, she completely shuts you out. Stories and filmstrips really hold her fascinated and she can recall every detail, but often can't count past 3.

What do you do with a child who won't respond?

How can you get a child to respond when he seldom says anything?

What to do about children who continue to repeatedly do the wrong things, although you praise the other children, and praise him when he does things correctly, (which is seldom or never).

How should a child be encouraged to improve his coloring, whereas he excels in all other activities.

I would like an opinion on strict discipline for a child after all other forms of enforcing him doesn't seem to help.

Should slow group children be exposed to many new facets of learning, or held back to try to eventually learn fewer less complicated things.

What do you do to inforce self-control without constantly being next or near a child?

I would like more suggestions for a child who cannot get along with his peers.

Even after standards have been set, a child cannot sit quietly and listen, he initiates action with teacher when not solicited.

II. Progress Reports on Specific Children (Attitude Development).

During last inservice, we asked the participants to select a child, analyze the child's problems and good points, categorize these behaviors as they relate to the DAPCEE attitude objectives, and prescribe teacher strategies for the rest of the year. Teachers were informed in a memo to bring these progress reports with them to this inservice.

Following are the reports shared with total group:

Attitude Feedback -

1. Nan	Child been with her all year - wont talk to adult - talks to peers - very able - lacks security - provides something to do when child won't.
2. Nancy	Won't answer in large group - little girl - very disruptive - kicking - misusing materials.
3. Daphne	Little girl raised in Macon "night life" won't participate in "kid stuff."
4. LaConstance	Freddy cries when he doesn't give correct answer.
5. Grayson	Very aggressive boy - low self esteem - doesn't respond to positive reinforcement - doesn't smile - not happy - doesn't respond when talked to about hitting other children.
6. Margie	James - poorly dressed.
7. Mary Davis	Child very bright - always knows answers.
8. Clifford	Same as above "I already know that" -

These are the full reports turned in by participants. Reports submitted by:

1. Clifford Mae Haddock - Hamilton
2. LaConstance Smith - "
3. Daphne Scott - "
4. Joanne Gardner - Maude Pye
5. Costella Causey - "
6. Catherine Woolfork - Clisby
7. Mary Habersham - "
8. Grayson Smith - Ingram
9. Thelma Hill - Burdell
10. Connie Smith - "
11. Martha King - Alexander II
12. Rosalind Walker - "
13. Mary Evelyn Hamlin - "
14. Joyce Harper - Green Street
15. Mary Davis - Williams
16. Nan Marney - Burdell
17. Margie Jones - Green Street
18. Bruce School (3)
19. Bertha Baker - Williams
20. Minnie Seabrooks - Burke

Did not receive reports from Nancy Beck and Mary Irvin. Mary Irvin was out due to a death in the family.

Feedback will be written on reports and returned to participants.

Nan Marney Darnea Williams

I. September 1 - Positive feelings to himself -

Objective: The child seems happy with herself, shows the feeling "I'm happy to be what I am."

Column 3 - Child's behavior falls seriously short of this attitude objective. Darnea walks or sits on playground. She stays close to me outside, doesn't mix at all with any other children. Yet will go to play equipment if I go. She sat in swing one day and I pulled back and released her, knowingly, pushed twice, then caught her. She was frozen in fear. In class, she cries if put on spot and such copious tears. Talks so nasal, unintelligible.

Teacher Behavior:

September 1 - Pay more attention consistently remaining steady so she can depend on me to be so, and knows I care about her playing like little girls and to have fun.

September 2 - Reinforce her often for every little venture and show "I'm a happy person when she's a happy person."

II. Independence -

Objective: The child willingly clothes himself, cares for himself in restroom, uses personal property and supplies carefully.

Column 1 - Child's behavior is commensurate with this attitude objective.

Teacher Behavior:

Darnea needs extra trips to bathroom, however, she never needs more than permission to go. She's unsure about asking to do anything and cries if she's frustrated any at all here - it's parted quickly.

I understand and quietly slip her out so it's easier for her and she's relieved visibly. When she returns promptly I praise her for her independence here.

III. Realistic Perception of Self - (P. 161).

Objective: Child can indicate what task he could do well without help as opposed to those tasks on which he needs most help. For example, Bill correctly indicates he is not the best vocalist in class.

Column 3 - Darnea never physically indicates or tries to do anything unless specifically asked to. She can participate successfully in small group whatever we do, but she must be asked first.

Teacher Behavior:

Reinforce all she does successfully, she's asked to do and be sure she has consistent success so she can develop some positive feelings to build on.

IV. Constructive Reaction to Frustration (Self-Control) - (P. 162).

Objective: When the child is frustrated by a task, he communicates his frustration rather than crying, becoming physically aggressive, or withdrawing completely.

Column 3 - Darnea always cries immediately silently with huge tears flowing. She grows actually very stiff, and she trembles visibly.

Teacher Behavior:

I comfort her, take her aside and cuddle her in my arms, on my lap, and talk kindly to her, telling her I will not let anything or anyone hurt her and that I love her, so it makes me feel bad when she does (hoping she'll recall I really am happy when she's happy). I try then to direct her toward some physical fun or successful interest, so hopefully the negative hangover will be diminished.

V. Follow Teacher's Standards (Self-Control) -

Objective: When the child is asked by the teacher to walk quietly, sit big and tall, wait until signaled to begin, put away supplies, etc. She regularly does so.

Column 1 - Darnea does this consistently.

Teacher Behavior:

I reinforce Darnea often, and I use Darnea as a model at my table. She's used as a model in large group and free choice also for hall and lunch room by all.

VI. Assumes Responsibilities for own Decisions and Behaviors (Self-Control) (P. 163).

Objective: Child regularly assumes the responsibility of personal choices and willingly abides by the consequences of those choices.

Column 1 - Darnea does this, she doesn't tattle much or pass blame even yet. When she tires of choice and has no others, she remains quiet and is passive about it. Informs me sometimes.

Teacher Behavior:

I observed her closely to encourage her often to venture to another choice or be sure she understands any rules we're using as "standards" or game ones. I anticipate Darnea to ward off tears when she's unsure of herself, or try to.

Bottom Half answered on Page one - Page 164.

I. Positive Feelings to the Classroom Teacher (Trust in Others) -

Objective: Child shows a liking for her teachers, (He may hold his teacher's hand, share experiences, joke with teacher).

Column 1 - Darnea demonstrates this is true in her case. She started becoming too dependent on my comfort, petting. It came through to me as weakening her progress in developing independent initiative, so I pulled back physical demonstrations, continuing verbal reinforcement and she's overcoming this. She takes my hand and smiles up at me to see if it's alright.

II. Positive Feelings to Classmates (Trust in Others) -

Objective: The child shows a liking for classmates through play, conversation, etc.

Column 2 - Darnea doesn't show much trust in others. She's easily threatened still. She instead shows no hostility to anyone. She talks more and answers clearer and more surely more often, but the first sign of conflict she stiffens and begins the actual trembling.

Teacher Behavior:

I encourage Darnea to participate where success is foreseeable and I include her always in any I'm in.

I. Collaborates in Play (Functions as Member of Group) -

Objective: Child unhesitatingly joins with peers in classroom or playground activities when she desires such interaction.

Column 2 - Darnea does join in with her peers, however, it's qualified usually by who and what kind of action. She wouldn't rush into very active group where she would into quiet; blocks or rolling ball game or story corner, clay table or lacing boots, etc. If the "hypers" had control she'd avoid them, I believe. But she does join in when she deliberates it.

Teacher Behavior:

I observe Darnea here and I think her instincts are good here, so basically I remain encouraging her and attempt to see that she is interested somewhere, somehow, where she feels comfortable and secure.

II. Ability to tolerate Conflicting Interest -

Objective: Child uses constructive, rational and socially acceptable means to resolve conflicts with peers. She avoids "non-constructive" approaches such as fighting, crying, and total surrender. Darnea has so few conflicts with her peers or anyone. I've seen her seem to consider an issue over blocks and she handed over some few blocks, when it didn't look like she wanted really to part with them, yet she didn't "pout" or show hostility. I've seen her also just freeze, cry and shake. She doesn't argue yet or tattle. She avoids conflict.

Teacher Behavior:

I now unless she comes to me with tears and trembling, ignore this until she feels better, then I try to include her in some fun group I get involved with for that purpose if necessary. I reinforce as soon as I can establish a more positive self-concept in her again.

I. Sharing and Taking Turns (Awareness of Needs of Others) (P. 166).

Objective: Child willingly takes turns and shares in the classroom and on playground when such behaviors are appropriate.

Column 1 - Darnea does this.

Teacher Behavior:

I reinforce her for each specific act, consistently.

II. Request Assistance and initiates Interactions with the Teacher -

Objective: Child frequently talks or attempts to play game with the teacher, even when child's action is not solicited. Also when the child is stymied by a task she usually asks the teacher for assistance.

Column 2 - Darnea doesn't frequently ask for help in doing something. She does whatever she ventures into, she's just so cautious. She's begun to tell me small worries before the tears and we avoid them then. She began swinging, for instance, by herself, pushing herself, high, 2 weeks after school and we had our first disastrous swing encounter. I placed her in my lap next day and we sat a while just moving and talking in swing; then began slowly swinging; other kids were begging to be pushed higher and higher. We swung next day a while, her in my lap, then I had to get up a minute and she sat. On returning I asked would she like me to push her some. Others were begging me to keep pushing them. She let me, we got rather high next few days, then one Monday after I'd shown her how to pull back on chain and stick legs out and work your body in order to swing oneself, she showed me she could really push herself all by herself and she goes high now, displaying no apprehension.

Teacher Behavior:

I try and anticipate Darnea to give her the opportunity to ask me and I know she trusts me. She's still when she needs help unless rescued, resorts too easily to tears and trembling. I hope I'm doing what is right for her always, one can err with good intention. I do not make a pet of Darnea; sympathy weakens, understanding is what I strive for.

I. Internalized Standards of Excellence (Achievement Motivation) -

Objective: Child sets and tries to meet standards of excellence on tasks he undertakes.

- Column 1 - Darnea does this only in her passive way rather than her emotions ever showing other than her inability to cope with failures or even turbulent encounters.

Teacher Behavior:

I involve her more as time goes on in more active roles. I reinforce, I remain consistent, never short or cool to her, so she can be as confident as possible.

II. Striving to Learn Something New (Achievement Motivation) -

Objective: Child willingly tackles new activities on the playground and during structured free choice. She is not a "wallflower" during new activities.

Column 3 - Darnea is "Petunia Wallflower."

Teacher Behavior:

I involve her but I don't thrust her for she is progressing and so importantly, she's steadily learned our skills, concepts and accepted standards.

I. Improve Previous Performance (Achievement Motivation) - (P. 168)

Objective: Child makes an effort to do a better job when she does task she did before. Child takes pride in doing a better job.

Column 1 - Darnea does this, I believe.

Teacher Behavior:

Reinforce.

II. Wishing to do for One's Self - (Achievement Motivation)

Objective: Child willingly makes his own decisions regarding what she will do with her own time. She looks forward to making her own decisions in structured free choice and on the playground.

Column 1 - Darnea does, I believe, most of the time now.

Teacher Behavior:

Reinforce, perhaps suggest, in case the child seemed always to do same things without venturing and experimenting with new interest. Also, if all children could do this, teacher still has the challenge and a chance more to introduce more variety and it is certainly a duty to rotate often the choices provided.

I. Delay of Gratification - (P. 169)

Objective: Child passes up immediate minor pleasures and puts up with minor discomforts in order to obtain important goals later on.

Column 1 - Darnea will understand usually.

Teacher Behavior:

Certainly encourage and reinforce. Be sure you keep the "faith" here and never betray the promised "gratuity."

II. Persistence at Tasks -

Objective: Child regularly persists at tasks until the time is up. She has completed the task, or until she is hopelessly stymied.

Column 1 - Darnea does this unless something in planned activity fails, I believe.

Teacher Behavior:

Teachers should lay groundwork here by being well planned, even rehearsed, if necessary; setting standards really well and being organized, enthusiastic and really interested herself and keep pace and time span desirable too.

III. Interest in School Type Activities - (P. 170)

Objective: The child seems to enjoy tasks the teacher presents her and the opportunity to learn new things.

Column 1 - Darnea has enjoyed from start being in school. She's insecure yet, but even at first, Darnea proved her courage by coming willingly to school when she grew so upset, so easily, so often. Darnea can't express herself easily, feels inept at communicating, so is fearful of such needs. She doesn't cope well with frustration or new situations. Yet she is rarely absent nor has she ever demonstrated hesitancy about "school," even PTO. She almost cried when she told me her mother couldn't come that night, clearly she wanted her to, badly. I quickly said I was sorry Mommy couldn't come but maybe she could next PTO meeting. It helped.

Teacher Behavior:

(What should the teacher do to maintain the child's attitude or to foster an appropriate change).

1. Continue to reinforce.
2. Continue to involve Darnea in wider experiences.
3. Remain dependable, predictable for her.
4. Observe, evaluate, try to expand Darnea's expressions, verbally, and about more topics.
5. Discuss Darnea's progress and personality with co-workers for their suggestions or observations.
6. Do not allow her to lean too much for she needs to stretch now.
7. Don't disappoint her.
8. Just love and accept her always and encourage and persist with her.

Rosalind Walker Lamar

1. Attention span is short.
2. His mind is on his home.
3. Negative reinforcement helps, but not very long.
4. Cries when he cannot have his way with other children.
5. Follows directions.

Progress Report

Lamar's attention span is very short when it comes to table work, but if he is in large group or some type of discussions he is very good. He loves to talk about things that happen at home and things that he knows about. I think Lamar needs more love and attention at home. His father died about a year ago and his mother goes to school. He usually stays with some relatives until his mother comes for him.

Here recently his mother moved out of the city and away from her relatives. So Lamar is getting more attention and love at home. His uncle lives with them and helps him a lot. So I feel like this has helped him become more happy and he is ~~in~~ much better moods. I often listen to what he has to say. This helps him a lot. He likes to talk during activity. So I sit next to him and we talk quietly and he gets his work done, but otherwise he does not finish his work. He just sits and looks and thinks.

Negative reinforcement helps sometimes, but he does not like it. So I try to explain to him that if he does not follow standards I'll use negative reinforcement. I don't like to, but I'll have to.

After our long talk, Lamar has been much better, I work with him more closely than others to get his work done. He loves praise and I often reinforce him.

I also had a talk with him about his crying. I told him not to cry when something happens that he doesn't like, but to come and talk with me.

Lamar does not always follow directions, because he does not always listen. He looks at me while I'm talking, but I think his mind is elsewhere. So I sit near him and help him more than others. The rest of the children at my table catch on well and go on with their work.

Lamar's attention span has grown longer. His mind is more on his work. I use less negative reinforcement, but he still cries. He follows directions better because he wants his work to look just as good as mine. Sometimes I give him a star or some gum for doing well.

Constance Smith Nathan

Nathan is a very energetic child, likes to play and talk. He gets along well with his peers, teachers and he likes himself. Nathan's problem was following standards (general); he simply was not able to do so.

He was a headache every day. I just dreaded seeing him come to school and he wouldn't miss a day. He acted like he would hear me but didn't. Nathan busied himself doing what he thought Nathan should do. I began to get worried over his behavior. I would use positive reinforcement but didn't seem to be getting anywhere. I began to worry, I questioned myself and studied him at school and at home. I read my materials on positive reinforcement and used it daily.

At our last inservice meeting I read my report on Nathan. I was asked just what kinds of reinforcement I was using. I stated them and to my surprise I was on the right track.

The problem was I failed to remember that some children need consistent reinforcement, that it takes longer for some children than others and Nathan is one that takes longer for positive reinforcement of behavior to work.

Nathan is now able to follow standards better and able to tell other children the kinds of things we are expected to do in kindergarten.

Grayson T. Smith Danny Lockett

Danny has a poor realistic perception of self and a low self esteem. He has a high level of frustration and poor self-control. He also has trouble following teachers' standards. Danny's behavior falls short when it comes to assuming responsibilities for his own decisions and behaviors. He has trouble caring for himself and school supplies and property. Danny has a hard time trusting his teachers and trusting in others. He shows his positive only through "rough and tumble" actions. He is inclined to push and shove instead of waiting his turn.

With Danny we're trying to give him love and security through a constant environment. We're trying to give him positive feelings about himself. To counteract his high level of frustration we encourage and praise him when he does well. We explain to him he must not hurt the other children. We try to encourage him to use his "inside voice" in the classroom. We are also trying to teach him to trust others and himself.

As was suggested in our inservice meeting we're going to talk to his mother and explain how we do things in kindergarten and how we don't let them hit the other children when they are aggressive.

We hope to see Danny improve by the end of the year. He does well in his learning achievements and we hope his social skills will improve and make him a happier child.

Mary Habersham Carolyn Hill

A. The attitudes you have been working on Carolyn work very, very slowly. She seldom gets to finish her work, because she sits and watches the other children to see what they are doing.

B. How the child falls short of the attitudes. - She wont talk, because she is afraid she might be wrong. If I ask her a question or something, rather than to talk she would point to it.

C. What strategies you have used to help the child develop these attitudes. - When I begin my small group, I say to Carolyn, after I set standards, "I want you to finish your work like the other children." "If you start when they start you can finish your picture or whatever we are doing. If not you will have to finish it when we have free choice." I praise her over and over and after she finishes her work.

Now I am proud of Carolyn. When we begin our small group, she gets busy to try and finish her work, whatever the activities are. Now sometimes she is the first to finish coloring and cutouts or whatever we are doing. Right now I am trying to stop her from talking too much.

My strategies have worked well. After finishing her work, I would give Carolyn positive reinforcement and a star on her paper for finishing her work on time. The star and positive reinforcements have motivated Carolyn to the point where she wants to finish her work on time.

Maude Pye   Melinda Lamar

Melinda Lamar is a child who feels insecure and a lack of self-confidence. She seems to be happy with herself. When she becomes frustrated with a task she will communicate with one of her peers instead of coming to me.

In following standards, Melinda does very well. When she is asked to walk quietly, sit up tall, wait until signaled to begin and put away supplies she does it.

Melinda can care for herself very well. She takes care of herself when she uses the bathroom, uses personal property and supplies.

She shows more positive feeling toward her classmates than she does toward me. I decided to pay more attention to her and let her know I am interested in her as a person.

Without any hesitation she always plays with her peers in the classroom or playground.

When Melinda first started to go to school I couldn't get her to respond on no kind of circumstances. Now when I call on her to answer questions in large group or small group she responds like she had developed some confidence in herself. For this I praise her every time she responds to a question or participate in any other activity.

Maude Pye Ronald Lamar

Ronald lives with his mother, grandmother, grandfather and an aunt his age.

Ronald is a very shy child. He does not smile or laugh much. He is very quiet. If he is not called on by name to do a specific thing he probably would just sit in his chair all day and look at every thing around him, never saying a word. When he is given a task, he tries very hard to do it. He is a very slow child.

He depends on Melinda a great deal and Miss Causey and I try never to let them sit by each other in large group. I praise him for his work and he seems to enjoy being liked without Melinda along! I believe that he is compared with her at home because he is slower than she is. So, I just praise him for everything he does.

Ronald takes care of himself when he goes to the bathroom. He follows standards very well.

Daphne Scott   Barbara

Barbara has a very short attention span, and even shuts you out completely when you bring up a subject she is not interested in. This is especially true if you mention numerals, shapes or coloring.

Stories and filmstrips get her whole attention, and she can recall even the smallest details. She has a very good vocabulary, and can carry on a very intelligent conversation. Except when you ask her a question that has to do with kindergarten activities.

She is the oldest of 3 children, she has twin sisters 1 1/2 years old. Much of her time is spent at her father's night club, and she is well aware of what goes on there and is quite at home in the adult world, she almost resents having to come down to the children's world.

She is very happy with being what she is and never asks for any help, but she knows when she falls short in completing an assignment. She is willing to stay with the group, even when she can't do the activity. She often chooses to go to puzzles for free choice, but then makes no effort to do the puzzle, after she has taken the pieces out, even the very simple ones.

She is very capable of hanging up her own coat, but can't tie her shoes. She is very loving, and shows it, she draws the smaller children to her, as she is large for her age, she is very gentle, not aggressive and tends to be over apologetic for any short comings she thinks she has done.

She is willing to join in all group activities, singing louder than anyone else, even when she doesn't know the words. She tries to do the activities, only if they appeal to her. Otherwise she tunes you out completely. She is very easily defeated and never puts much effort into mastering a skill.

I have tried many ways to present numerals to Barbara, so that I could find one that might appeal to her. I've given her a lot of individual attention, but now I show her in the same manner that I do all of the others in the group. I ask her a question when it's her turn; if she answers it, fine, I give her some positive reinforcement and go on to the next child. If Barbara doesn't want to participate, I go on to the next child and really brag on him if he gives me the right answer. I have talked to Barbara, telling her that there are certain things she must learn before she can pass from one grade to another. I have also talked with her father.

She is really thrilled when she does accomplish a task, and her whole face lights up when she hears some words of praise for her work, but she tunes you out in the next instant if the activity doesn't appeal to her.

Clifford Mae Haddock **Deborah Dennard**

Deborah could not indicate what tasks she could do well without help as opposed to those tasks on which she needed most help.

She had learned many skills at home: recognizing and identifying alphabets and several words. Giving feedback from stories and counting verbally. Skills such as coloring, matching, recognizing and identifying numerals, and associating numbers with numerals had been omitted. As soon as the teacher would begin to set standards for an activity Deborah would say, "I know that, my mama has already told me that." For instance, if I were introducing the numeral 5 or associating the numeral five with a set of five objects, she did not have any prior knowledge of this and would begin to cry. It took a lot of convincing for Deborah to understand that all people make mistakes. The teacher tried positive reinforcement and when it failed to work, she had a talk with Deborah and also with Deborah's mother. She told Deborah that everyone in this room makes mistakes. "Sometimes I get outside the line when I color and there are many things that I don't know but I don't cry, I listen and learn. I also ask questions." A talk with Deborah's mother revealed the fact that she had not thought too much about coloring (small motor skills) nor numbers and numerals but had placed a lot of value on how many words Deborah recognized, how far she could count and how rapidly she could recite the 26 alphabets in alphabetical order. I solicited her cooperation, which I received. I asked her to please just permit me to do the teaching and ask Deborah to tell her about what she had learned in school each day.

Deborah is doing fine and she hasn't cried recently. She has really grown up and is very alert.

Margie Jones James Howard

James' family consists of 3 older sisters and two younger brothers. He is five years old. Unlike the majority of the children in the kindergarten, he is poorly dressed. His clothes, as well as his face and hands are usually very dirty when he comes to school in the mornings.

It is hard to imagine just how much progress James has made since he came to us in September. His self-concept was very poor. He didn't like himself and often indicated orally that he was "bad." I asked him one day why he thought he was bad and he said that "his mother said he was."

At the beginning of the year James was very disruptive in the classroom. He displayed physical aggression in the form of fighting with others and throwing things and he would not follow directions. He would not share or take turns; he did not try to do his work the best he could.

Although James had these problems he did show interest in things we were doing. He enjoyed participating in group discussions and all activities involving verbalization. He seemed to derive a great amount of satisfaction from doing these types of activities well. I gave him continuous praise as reinforcement for his participation in any and all activities.

There were several different strategies combined I used to help James work out his problems. I tried to ignore James at first in the year when he became disruptive as long as there was no threat of injury to another child. This went on for a good while but each time he would do one thing right I would praise him highly for it. I tried to make James feel that he was an important person to me and the other children. If he was absent a day I would tell him how much I missed him and how all the children missed him. He then began to try and please me with his work he would do. I would put a star on his paper and write his mother a note telling her how proud we were of him and to do the same at home.

As James progressed, in his work and his attitude about himself his disruptive behavior drastically declined in frequency. He was more willing to share with others, and things in all phases were going much better for James.

Although his consistant aggressive behavior had been modified, all problems were not solved. One day, for example, James continued to climb on the table and disrupt the other children. I firmly placed him in his chair and told him he was going to sit in his chair at the table like the other children or he would be placed at a table by himself to do his work. (A month ago if I had done this to James he would have picked up a chair and thrown it). This hurt his feelings terribly, but I reassured him my reason and he has been trying so very hard to do just like we want him to.

I feel James has made very good progress in developing healthy attitudes about himself and others, but at this time James' academic progress seems to have reached a sort of stand still. In the past few weeks we have been doing some real thinking about things that the individual child has to do all on his own. He doesn't seem to really know how to do deep thinking. I feel James has been unnecessarily and unwisely limited and needs more individual help than many of the other children in developing this skill and he needs a little more time than most children to express his feeling and to acquire confidence.

Now that James has learned something about himself and others I feel that he can be successful in other areas. I want to continue to help him in positive ways to understand the value of the limits I place on his behavior and to give him learning experiences which will continue to develop his cognitive growth, his self-confidence and pride of accomplishment.

Bruce School

The child we selected during the last meeting was James Darsey. This child took another child's pair of gloves. His mother refused to make him return them and took him completely out of school.

Therefore, we do not have a report as such.

Joyce Harper Paul Holt

At the beginning of the year Paul would constantly tell falsehoods to make himself appear more important to his peers. I feel this was due mainly to older brothers and also to a broken home. Paul has always seemed quite bright, happy, and relatively well adjusted, yet it was obvious other children resented his constant efforts to always make his stories "bigger than life." Paul would also forget and answer questions intended for other children. Efforts to make Paul feel more successful by constant reinforcement have been relatively successful. He still forgets and answers out of turn but he is bright enough to sense the other children's disapproval. We have reinforced his ability and our pride in him, so that he is usually one of the first ones to finish an assignment, usually correct. I feel this is progress that he is able to carry an assignment from beginning to end without having to be told he is doing a good job. I have talked to him privately about his "big stories" and let him know that I knew he was exaggerating. Now every time he forgets and becomes carried away with himself, I will give him a stern look and he knows exactly why. Also children will sometimes say they know it is not true. Strategies have worked out sometimes, other times they have not. I don't feel the need for any drastic change of strategies. Paul continues to improve, yet he still forgets at times, but bad habits take a long time to change.

Mary Davis

Lisa

Lisa is a very capable child. The one attitude that I have concentrated on is that Lisa won't say: "If you don't do yours like mine, I won't play with you." She is doing much better after I talked with her. I explained that everybody needs to do their own thing - that there was a time to do things like other people and a time to be a single person. Lisa also became frustrated very easily. I started being very sure that she did not have too difficult a task to perform. Also we have to encourage her all along as she works. She has done better and I have noticed that if we slack off on the praise with Lisa falls back, so we have to watch her. She doesn't need as much attention as she did at the start. I feel that Lisa will eventually do very well on this attitude, especially when she gets in the first grade.

Mary Evelyn Hamlin Joe

A. Attitudes -

1. Positive Self-Concept
2. Self-Control
3. Positive Feeling for Classmates

B. Joe is very smart but has a poor self-concept. Often Joe displays no self-control. Even though standards have been set, he cannot follow them. For example: rock throwing on playground. Joe seldom takes initiative to play with others; if he does he usually ends up in a fight or making the others mad.

C. We have praised Joe constantly. During small group activities I have Joe sit next to me and I try to constantly praise, motivate and reinforce. I have found that if I include his name when I give instructions it helps. Example: Joe, don't you think this should be done this way - or, Joe what color should this be?

We try to get Joe to participate in all activities. I do think Joe has improved, although he still has room for more improvement. I plan to continue strategies now being used. Negative reinforcement does not work at all.

Thelma Hill **Maurice**

Maurice's behavior was very unbecoming when he first came to school. Connie, Nan and I worked very hard with him to help him. We had to reinforce him several times. He would fight and bite the children; he would not follow standards; he would not do his activities and talk about what he saw every child doing. He was moved from Nan's group to my group. I keep Maurice sitting close to me and praise him for anything he does correctly. I would kiss all the boys and girls when we went to the bathroom. I would tell Maurice I loved him and his face would light up like a Christmas tree. I would also tell the other boys and girls I loved them. Maurice was looking for attention; he wanted to be loved. He seemed to think no one cared. Soon he started doing his activities but the fighting kept on. We would tell Maurice we keep our hands to ourselves. Maurice would not hear this. He would say "My mom told me to hit anyone that messes with me." He made a song of that. I kept on telling him I loved him. I still needed to remove Maurice from the group and sit by the wall for a few minutes. At first, I had him sitting by the wall for five minutes (he would not sit; he just did not want to do anything he was told). I decreased the time out periods to two minutes; this he could handle. But, the minute he got up he would hit or bite someone. When you called his name for this behavior he would say "My mom told me to hit anyone that messed with me." We tried everything we knew to prevent Maurice's negative and aggressive behavior and finally decided it was time to talk with his mother. She said she didn't tell him to fight. Maurice has been a very good child since Connie talked with his mother - he does not fight, does his activities as well as he is able.

Catherine Woolfolk Shelia Dixon

I. The attitudes you have been working on: - Let's take a look at Shelia as an individual student. She can be described as follows:

a) Very verbal - talks even when she isn't spoken to.
b) Very insistant - wants to do everything.
c) Good intellectual abilities.
d) Impatient - hard to control her behavior.
e) Finishes her work quickly.
f) Behavior not stable (moods) - plays alone most of the time; happy one day, might be very sad next day.
g) Says she has no father.

II. How the child falls short of attitudes:

a) Shelia refuses to wait and take turns when she knows the answers. (After standards have been set and even redirected).

b) She wants to be the leader and to take up and pass out materials all the time.

c) If she finishes first, she refuses to wait quietly until others finish their work.

d) Sometimes she doesn't want to play with others.

III. What strategies you have used to help the child develop these attitudes:

a) I have given continuous praise to Shelia when she used the appropriate behavior, like raising her hands and waiting until I call on her to respond. I tried to call on Shelia immediately after she raised her hand.

b) I gave Shelia something else to keep her busy while the others were finishing their work. (Crayon and paper in small groups, etc.)

c) I tried to involve Shelia in playing when we have had the housekeeping center (role playing), taking part in family - social skills.

IV. Whether or not your strategies worked: - My strategies seemed to have worked quite well. We have developed motivation charts to improve the behavior of our children. Shelia now participates and takes turns. She loves to put her apple on the tree after we finish large group for following standards that were set in large group. They all enjoy being the leader as a reward for good behavior.

Martha King Eva

A. 1. More self-control.
   2. To be more respectful.
   3. Follow directions.
   4. Wait her turn (which seemed to be hardest task for Eva).

Progress Report

Bad family situation - ferral child - no control.

B. No respect for others - very emotional - selfish - self-centered. A child who had never had any constructive guides for her behavior. She did not know how to cooperate in a group situation.

C. Ignore as long as we possibly could, until she became -- too attention causing in groups -- other children noticed.

We clamped down on Eva and we started removing her from an activity or group. This always helped to make her more conscious of her actions.

Constant praise for her good behavior; she would radiate and light up after being praised.

At times when we had quite enough, we reprimanded Eva.

These things worked with Eva. She became a different child, it seemed like over night. She became adjusted to a group situation, able to take turns, follow directions, take interest in an activity rather than disrupt it.

She still needs assistance in being able to follow directions in small group work. Had she stayed, we probably could have achieved this also. because she always tried very hard to turn out a good paper, in hand work, paste - paper - coloring - drawing - puzzles.

She still needed to develop more skills in doing learning activities - numbers - letters.

LaConstance Smith   Fredrick Crowell

Fredrick, or Freddy, is a five year child in the average group at our kindergarten. He isn't a child that gives behavioral problems such as fighting or disturbing other children. When he first started kindergarten in August of last year, I noticed that whenever he was asked to give an answer to a question, or encouraged to speak loud enough for everyone in the classroom to hear him he would cry. There were occasions when he would cry if he could not do whatever he wanted to at any time during the class period.

Most of the time Freddy seemed to be a happy child, especially when around his friend and buddy Herklee. He (Freddy), would usually wait during free choice time to let his friend make his choice first, and then decide to do one of the activities. Most of the time these would be the same activity that his friend has chosen.

The problem seemed to be that Freddy had no self esteem and became easily frustrated.

When I first noticed this I was anxious to find out what was troubling Freddy. Most of the time he would not say anything but just cry. I decided that if there seemed to be nothing physically wrong with Freddy, to just ignore him. When in small groups, if we were doing an activity that partially seemed to be difficult for Freddy I would try to build up his confidence by assuring him that everyone in the kindergarten was his friend and that I had a concern for him as well as his friend Herklee. I always tried to make sure that Freddy answered a question or gave some kind of response by showing him an object to identify that was very simple; such as a circle if we were discussing simple shapes.

So far as waiting for his friend to make a decision at free choice time, Freddy was encouraged to participate in some of the other activities and they were made to be as much fun as possible. After a period Freddy's attitude changed.

At this present time Freddy is a changed child. His self esteem is higher and he can make independent choices for different activities.

Minnie Seabrooks

Sharon Daniels

A. Attitude we've been working on:

1. Positive self concept.
2. Positive attitude toward tasks.

Self-esteem - realistic feeling of worth; willingness to engage in challenging task; willingness to contribute to a group.

B. Very sour disposition. Snaps at the children. Can seldom work in a group without arguing with and snapping at the other children. Frequently says: "Nobody likes me." If task is too difficult or she makes an error, she crumples up her work.

C. Strategies:

1. We try to meet her at the door to welcome her each day. We tell her how glad we are that she came.

2. We check back with her frequently to make certain that she is progressing with any task. If she seems to be "bogged" down we help her.

3. We give her assurance, reinforcement. We praise her excessively when she accomplishes a task.

4. We allow her to do special jobs trying to get her to participate and to feel wanted.

D. Strategies have not been successful.

E. We are at our end!!!

A great deal has to do with the fact that she's babied at home by older brothers and sisters. She is only happy when she has her way. Maybe if we pay less attention, deprive her of responsibility until she acts like we want her to.

Bertha Baker

Leonard Usry

Leonard is the only boy in his home and 3 girls. This makes Leonard a selfish boy. Since he's been in my class he has improved so much toward his class. He used to get upset or angry so quick and ready to hit someone. This has improved since I had to sit down and talk to him and let him know we all were here to play together and share. We must sit tall and keep our hands to ourself. Now he knows that he has to share and play. He's a different child; he shares without being told, he plays well. He understands what you want him to do. He also can be trusted to go alone to the bathroom. I also found out that this child has sugar, after talking to his mother and this let me know what he could have and couldn't have. I also think this may have been the reason for him acting the way he did.

Positive Reinforcement

Trainer: Carolyn Marsh

Objectives: 1. The participants will be able to attend to discussion of correct sequencing for positive reinforcement.

2. The participants will be able to ask questions or make comments concerning the discussion.

Strategies:

Objective 1 - The trainer will hand out outline of positive reinforcement sequence and discuss the content of that outline in specific details.

Objective 2 - The trainer will solicit questions and comments, if they are not given voluntarily, by making statements or asking questions that would require a response from the participants.

Evaluation

The objectives were met with the participants during this session.

2 or 3 of the classrooms were able to make comments concerning where they are on the positive reinforcement schedule.

All participants attended. None had questions. The trainer urged them to begin to gradually "wean" the children off positive reinforcement (if they were not already doing so) for behaviors that have been internalized. By the end of the year the children should be able to function with a certain amount of independence. The goal is to help the children reach a point where a minimal amount of teacher direction and control is required.

Positive Reinforcement Sequence

I. Positive reinforcement is a means to an end - helps child learn new and continually more difficult actions.

   1. Stating expectations - setting specific standards.

   2. Expectations are of "just manageable difficulty."

   3. Teacher models and demonstrates.

   4. Child is praised every time he exhibits a desired behavior until behavior is learned.

   5. Individualization - acceptance of approximations.

II. The types of behaviors that are to be reinforced will change over the year.

   1. Types of behaviors to be learned.

      a) General classroom behavior -

      b) Specific task responses -

      c) Attitudes toward tasks -

III. The types of reinforcement will change over the year.

   a) Physical contact moves from pats and hugs to handshakes, facial expressions and gestures of praise.

   b) Verbal reinforcement moves from "I'm so proud....." to "Aren't you proud......?"

   c) Concrete reinforces (Motivation Charts) moves from individual charts for completing one activity successfully to one chart per group for completing the day, then week successfully.

IV. The frequency of verbal reinforcement given changes over the year.

   a) Teacher begins by frequently reinforcing for general classroom behaviors.

   b) Reinforcement for general classroom behaviors is decreased as standards are internatized.

   c) Task responses are focused on:
      1. during the task - steps within -
      2. completion of task -
      3. completion of activity as persistence increases -

d) As new tasks are introduced teacher resumes a continuous and consistent schedule of reinforcement for that task and gradually decreases the frequency as task response is learned.

e) If child regresses in some behavior area teacher resumes a continuous schedule for that behavior.

The goal is that the child will be intrinsically motivated to function appropriately and successfully with very little teacher direction and control by the end of the year.

Session: Thursday, 1:30 - 3:00 - Motivational Charts

Objectives:

1. Participants will understand the appropriate use of motivational charts.
    - A. Use to reinforce appropriate behavior by focusing on appropriate behavior.
    - B. Start out by using for one specific time in day (small group times, or large group time, or s.f.c. time, or transition times).
    - C. Start out using individual motivational charts for a short period of time.
2. Participants will make a set of motivational charts to use in the classrooms.

Procedure:

1:30 - 1:45 -

1. Introduce the session.

2. Explain appropriate use of motivational charts.

1:45 - 2:30 -

3. Participants make motivational charts.

2:30 - 3:00 -

4. Participants share motivational charts.

Sample charts -

Tagboard 40 sheets -

Construction paper -

Evaluation of Session on Motivational Charts -

Strategies and time allotments were executed as planned. I feel the participants met objectives 1 - B and C and 2. I will not be able to evaluate 1 - A until the charts are used in classroom; there was not enough time for participants to go into detail about use. Most center teams developed individual charts and group charts, specified time in day to be used, and charts were designed to be used for a week.

Below are the chart ideas shared at end of session:

Team-	Individual/Group	Idea
Catherine Woolfolk Mary Habersham	I	Eggs in basket - use for transition after 2nd small group.
	G	Missle chart - use for transition from large group to first small group.
Mary Evelyn Hamlin Rosalind Walker Martha King	G	Easter Bunny chart to reinforce children for learning "Here Comes Peter Cotton Tail."
LaConstance Smith	I G	Ducks in Pond - directed toward task completion - clown with balloons.
Clifford Mae Haddock	I G	Fish in bowl - Jack and the Beanstalk.
Daphne Scott	I G	Eggs in basket - Airplanes on landing strips.
Margie Jones Joyce Harper	I G	Car, add parts each day Train with pipe cleaner people - on Friday children get engineer car.
Joanne Gardner Costella Causey	I G	Easter eggs, add a colored strip each day - Kite, add a tail each day.
Bertha Baker Mary Davis	I G	Eggs in basket, use for transition from s.f.c. Large wheel with worms - worms move up one spoke each time children can identify day of week.

Team	Individual/Group	Ideal
Minnie Seabrooks Nancy Beck	I	Umbrella with rain drops for following task related standards during 1st small group.
	G	Train - be line leader for following standards in lunch room.
Ethelrine Boatwright Grayson Smith	I G	Basket of eggs - Kite with tails to add each day - on Friday children take home a card board kite.
Nan Marney	I	Fish in bowl - Indian head band with feathers for each day - grape leaf and cluster - Teddy bear - get a part each day.
Helen Williams Hilda Ragan Delia McCard	I G	Eggs in basket - Ducks in pond.

The following participants did not present chart ideas:

Thelma Hill - left for doctor's appointment.

Mary Irvin - not present due to death in family.

Connie Smith - left session without explanation to trainers.

Sequencing Skill Development

Objectives:
1. The participants will be able to reorder a list of skills in accordance with DARCEE's sequencing principles for teaching toward specific skill objectives.
2. Each team will be able to relate, to the total group, the skill sequence developed and give appropriate rational for the sequence decided upon.
3. The participants will be able to understand (accept) corrections from trainer on any inappropriate sequence that is related by a team or teams.
4. The participants will be able to attend to each other's presentations.

Strategies:
Objectives 1 & 4

Each team will be given a list of skills obtained from a particular category in the Mini-Monster. Each team's list will be different. They will be asked to re-order the skills so that they will be in the correct sequence according to the way they are presented in the Mini-Monster. Each team will also receive enough additional copies of their particular list to pass out to each participant at the time of their presentation.

Enough time will be allotted for each team to go over their lists and make the necessary changes. (min.)

Objectives 2 & 3

Each team will be called on to relate to the total group what they have done with their list and why. The trainer will ask questions to lead participants to discover errors and make corrections themselves if any lists are sequenced inappropriately. (Each team will have a different list to work on).

Evaluation

The exercise turned out to be more difficult for the participants than was expected by the trainer. It also took more time than was allotted (two hours).

There was a great deal of fruitful discussion of the various sequences as each classroom presented their re-ordered list. The trainer gave illustrations on the chalkboard showing why certain skills were taught before others.

There were also instances of discrepancies in the Mini-Monster (ex. match own name - P. 3 is not included before match children's names). There was also a great deal of discussion as to whether make letters approximately 1 inch high should come before accurately space letters and parts of letters between lines.

*See attached lists - 3 samples.

Only about 3 classroom teams were able to correctly sequence the skills with only one or two items out of sequence.

Hopefully the exercise will prompt the teachers to take a closer look at the skill sequence and will discourage teaching of the alphabet before the children are ready for it.

LANGUAGE DEVELOPMENT
(Sequencing Skills)

1. Pantomime series of actions in correct order (dramatizations).
2. Execute 2 verbal directions in correct order.
3. Repeat set sequence of words (nursery rhymes).
4. Pantomime series of actions in correct order (finger plays).
5. Recall episodes of a story in correct sequence.
6. Use ordinal position concepts in sequencing events of the day.
7. Execute 3 verbal directions in correct order.
8. Recall episodes of a story.

VISUAL COMPREHENSION SKILLS

1. Match all letters.
2. Recognize all letters.
3. Match own name.
4. Reproduce all letters.
5. Match names of other children.
6. Identify all letters.
7. Recognize own name.
8. Match certain words of teacher's choice.
9. Identify own name.

LIKENESS & DIFFERENCE SKILLS

1. Compare pictures of objects by color.
2. Compare pictures of objects by orientation.
3. Match 2 letter words.
4. Compare objects by external part.
5. Compare pictures of objects by number.
6. Compare shapes, designs, configurations by internal part.
7. Compare objects by internal part.
8. Compare real objects by color.

SHAPES

1. Recognize 5 letters of teacher's choice.
2. Match cube, ball.
3. Identify cone, cylinder, pyramid.
4. Match spots, stripes, checks, etc.
5. Match all letters.
6. Match circle, square.
7. Match children's names.
8. Identify own name.
9. Identify circle, square.
10. Recognize own name.
11. Recognize all 26 letters of the alphabet.
12. Identify all 26 letters of the alphabet.

MATH

1. Match sets with one more number than a given set.
2. Count objects up to 10 (1 to 1).
3. Solve problems involving joining sets.
4. Match sets that are equal.
5. Produce equivalent sets.
6. Count objects up to 5 (1 to 1).
7. Recognize and identify sets (groups).
8. Identify elements of a set.

WHOLE - PART - WHOLE RELATIONSHIPS

1. Work puzzles 11-15 pieces.
2. Construct complex pegboard designs using pegboard booklets.
3. Construct whole figures from it's parts using a model.
4. Identify missing parts in objects.
5. Construct from basic shapes representation of a house.
6. Work puzzles of 5 - 10 pieces.
7. Construct complex designs using undefined pegboard pattern sheets.
8. Identify missing parts in pictures of objects.

AUDITORY DISCRIMINATIONS

1. Reproduce the condition of sound: softness, loudness.
2. Discriminate among children's and teacher's voices.
3. Discriminate among sounds made by classroom objects.
4. Discriminate among condition of sounds - softness, loudness.
5. Produce words that rhyme.
6. Discriminate among animal sounds.
7. Discriminate among similar sounding words.
8. Recognize words with given ICS's. (Initial consonant sounds).

EYE - HAND COORDINATION

1. Make letters approximately 1" high.
2. Use paste appropriately.
3. Color (manipulate) with crayons.
4. Color within lines with crayons.
5. Lace (in and out, up and down).
6. Draw recognizable forms with crayons.
7. Paint with water color brush.
8. Manipulate (draw) with primary sized pencils.
9. Accurately space letters between 2 lines.

PATTERNING

1. Extend patterns with different combinations of elements.

2. Extend patterns with different numbers of each color, shape or size.

3. Extend color patterns (paper model).

4. Make and extend color patterns (verbal directions).

5. Describe pattern using color & shape concepts. (Concrete model).

6. Extend patterns of graduated sized objects.

7. Extend color patterns (concrete model).

8. Describe pattern using color, shape, and size. (Paper model).

FRACTIONAL PARTS

1. Sub-divide wholes into halves.
2. Match whole, half.
3. Match third, fourth.
4. Identify whole - half.
5. Sub-divide wholes into fourths.
6. Recognize whole, half.
7. Recognize third, fourth.
8. Identify third, fourth.

SIZES

1. Recognize narrowest, fattest.
2. Identify wide, narrow.
3. Recognize long, short.
4. Recognize longest, shortest.
5. Identify big, little.
6. Match same size, different size.
7. Recognize same size, different size.
8. Identify narrowest, fattest.

TIME CONCEPTS

1. Identify hour on model clock.
2. Identify hour on real clock.
3. Recognize hour on model clock.
4. Name specific day of week.
5. Match hands of model clock with those of real clock.
6. Use correctly day and night.
7. Name the current month.
8. Use correctly before and after.

Selected Free Choice -

I. Rationale:

1. Provides the child an opportunity to make a meaningful choice with a limited number of choices available.

2. Allows the child to develop a degree of independence.

II. Sequence of Selected Free Choice in a DARCEE classroom

A. Number of choices increase.

1. The number of choices (activities) available corresponds to the number of teachers in the classroom.

2. The number of choices (activities) available increases as the year progresses - for instance, in September the classroom has 3 teachers and 3 activities available during S.F.C. In November, the classroom has 3 teachers and 4 activities available during S.F.C., one choice which is independent of direct-teacher supervision. In February, the classroom has 3 teachers and 5 activities available during S.F.C., two choices which are independent of direct teacher supervision.

B. Type of choices change.

1. The choices in the beginning of the year are primarily

a) manipulative -
b) allow children to play alone rather than cooperatively as a group with one material
c) dependent on teacher direction for appropriate use

2. The choices later in the year focus on

a) more cognitive skills
b) problem solving skills
c) children playing cooperatively as a group with one material
d) combining a number of materials to elicit different behaviors than either single material
e) persistence - tasks that require completion before moving to another choice

C. Basic Principles to remember:

1. Choices available should provide enough slots so children can move from one activity to another.
Example: 20 children - 3 choices (activities) -
Provides 30 slots.

2. Choices available should

a) elicit different behaviors, or
b) correspond to different interests, or
c) correspond to different skill levels, or
d) correspond to different moods, or a combination of all four.

Teacher Phase-Out of Structured Activities - (use with older fives).

Suggestions:

I. Divide small group of ten children into two small groups of five. Work with group A (5 children) during first small group with a teacher-directed activity; set up group B (5 children) with an independent activity that requires little teacher supervision other than initial standard setting.

For second small group activity, switch groups - group B becomes the teacher-directed activity group and group A becomes the independent group.

II. A. Use second small group activity as teacher phase-out time. In the initial stages use an activity the children can be successful with (materials they've had quite a bit of experience with and know appropriate use). Teacher sets task related standards and initiates the activity, then moves away from the table. She informs the children they will be playing the game alone, but she will be nearby if her assistance is needed.

B. This strategy (A) can be repeated until children are able to be successful with teacher only slightly removed from group. When this level of self-control (independence) is achieved, the teacher follows the same procedure, but removes herself even farther from the group activity - to another part of room.

C. After children are able to control their behavior for the entire small group activity time with teacher in another part of room, teacher is ready to initiate activity and leave room entirely for a short period of time. The group is informed of this behavior on the teacher's part. The teacher remaining in the room will need to plan an activity for her group that requires less teacher direction so she can observe the progress of the independent group.

D. Fourth stage in the sequence is the children being able to control behavior for entire activity time with small group teacher out of room. Again, teacher would set standards, initiate activity, and inform children of her leaving room. The teacher remaining in the room will need to plan an activity for her group that requires less teacher direction so she can observe the progress of the independent group.

Evaluation of Selected Free Choice Session -

Trainer discussed the rationale and sequence for selected free choice. See hand out. Trainer passed out hand outs "Selected Free Choice" and "Teacher Phase-Out of Structured Activities - (use with older fives)" and allowed time for participants to read.

The second phase of the session involved discussing a week's block plans for S.F.C. The daily choices provided for all the criteria listed on the S.F.C. hand out. See block plans.

The third phase of the session involved participants (center teams) writing a week's block plans of S.F.C. activities, each day meeting the criteria listed on the hand out.

The fourth phase of the session required participants to share S.F.C. plans with group. Below are the block plans from each team.

Key - a - independent
b - teacher directed
c - academic skill
d - social skill
e - interact with other children
f - interact with material

Burdell Team (Connie Smith, Thelma Hill)

Monday

Housekeeping Center (7)	- b - d - e - f
Playdough (10)	- a - f
Lacing Cards (10)	- b - c? - f
Knock Out Benches (6)	- a - f

33 slots

Tuesday

Math table (7)	- b - c - e - f
Position table (6)	- b - c - e - f
Cutting table (8)	- a - d - e - f
Jump rope (10)	- b - d - e - f

31 slots

Wednesday

Housekeeping Center with dress- up clothes (10)	- b - d - e - f
Pasting (9)	- b - c - d - e - f
Parquetry blocks with design cards (7)	- b - c - d - e - f
Stacking color cones (4)	- a - e - f

30 slots

Thursday

Bean bag toss (5)	- b - d - e - f
Building blocks (8)	- a - d - e - f
Toy soldiers (10)	- a - d - e - f
Bowling (7)	- b - c - d - e - f

30 slots

Friday

Ball game (5)	- b - c - d - e - f
Colored blocks (6)	- a - d - e - f
Lacing boots (4)	- a - d - e - f
Mail boxes (5)	- a - d - e - f
Art table (10)	- b - c - d - e - f

30 slots

Clisby Team (Catherine Woolfolk, Mary Habersham)

Monday

Colored blocks (10)	- a - d - e - f
Knock out benches (5)	- a - f
Records and record player (6)	- b - c - e
Painting (8)	- b - f

29 slots

Tuesday

Old maid card game (8)	- b - c - d - e - f
Housekeeping Center (7)	- a - d - e - f
Bean bag toss (5)	- b - c - d - e - f
Paper and crayons (10)	- a - d - e - f

30 slots

Wednesday

ABC Bingo (10)	- b - c - d - e - f
Wooden blocks (8)	- a - d - e - f
Lacing shoes (5)	- a - f
Musical chairs (7)	- b - d - e - f

30 slots

Thursday

Doll clothes (7)	- b - c - d - e - f
Building blocks (7)	- a - d - e - f
Art table (7)	- a - d - e - f
Books (7)	- b - c - d - e - f
Ring toss game (7)	- b - d - e - f

35 slots

Friday

Painting (4)	- b - d - e - f
Dress up (7)	- a - d - e - f
Books (7)	- b - c - d - e - f
Pegboards with designs (7)	- b - c - d - e - f
Playdough (5)	- a - f

30 slots

Hamilton team - Clifford Mae Haddock, Daphne Scott, LaConstance Smith

Monday

Numeral bowling (7)	- b - c - d - e - f
Match ups (6)	- b - c - d - e - f
Playdough (6)	- a - f
Science (7)	- b - c - d - e - f
Transportation toys (4)	- a - d - e - f

30 slots

Tuesday

Dominoes (6)	- b - c - d - e - f
Blocks (7)	- a - d - e - f
Easel painting (4)	- b - d - e - f
Object Bingo (7)	- b - c - d - e - f
Books (7)	- a - c - d - e - f

31 slots

Wednesday

Number Match ups (7)	- b - c - d - e - f
May I game (shapes) (7)	- b - c - d - e - f
Crayons and paper (4)	- a - d - e - f
Bean bag toss (7)	- b - c - d - e - f
Housekeeping and props (7)	- a - d - e - f

32 slots

Thursday

Colored blocks (6)	- a - d - e - f
Parquetry blocks with designs (5)	- a - c - d - e - f
Number lotto (6)	- b - c - d - e - f
Dramatize stories (5)	- b - c - d - e - f

22 slots

Friday

Housekeeping with props (7)	- a - d - e - f
Math table (4)	- b - c - d - e - f
Phonoviewer (5)	- b - c - d - e - f
Art table (6)	- a - d - e - f

22 slots

Maude Pye team - Costella Causey, Joanne Gardner

Monday

Paper and clay (5)	- a - d - e - f
Color and shape bingo (6)	- b - c - d - e - f
Building blocks (8)	- a - d - e - f
Story corner (5)	- b - c - d - e - f

24 slots

Tuesday

Housekeeping corner (8)	- a - d - e - f
Parquetry blocks with designs (6)	- a - c - d - e - f
Science corner (5)	- b - c - d - e - f
Object lotto (7)	- b - c - d - e - f

26 slots

Wednesday

Puzzles (9)	- a - c - d - e - f
Dress-up corner (7)	- a - d - e - f
Listening corner (5)	- b - c - d - e - f
Cutting table (10)	- a - d - e - f

31 slots

Thursday

Pegboards with designs (7)	- b - c - d - e - f
Pasting (9)	- a - d - e - f
Beads (6)	- a - c - d - e - f
Story Corner (8)	- b - c - d - e - f

30 slots

Friday

Crayons (6)	- a - d - e - f
Housekeeping w. dress-up (12)	- a - d - e - f
Matching game (8)	- b - c - d - e - f
Number lotto (5)	- b - c - d - e - f

31 slots

Greene Street Team - Joyce Harper, Margie Jones

Monday

Housekeeping Center (7)	- a - d - e - f
Puzzles (7)	- a - c - d - e - f
Art table (7)	- b - d - e - f
Pounding benches (5)	- a - f
Fingerpainting (5)	- b - d - e - f

31 slots

Tuesday

Jump the river game (7)	- b - d - e - f
Crayons and paper (7)	- a - d - e - f
Colored blocks and dolls (7)	- a - d - e - f
Opposites using flannel board (7)	- b - c - d - e - f

28 slots

Wednesday

Beads (7)	- b - c - d - e - f
Records with player (7)	- b - c - d - e - f
Playdough (7)	- a - f
Parquetry with designs (7)	- a - c - d - e - f
Twister game (7)	- b - c - d - e - f

35 slots

Thursday

Toy builders kit (4)	- a - d - e - f
Colored blocks (4)	- a - d - e - f
Housekeeping Center (4)	- a - d - e - f
Parquetry with designs (4)	- b - c - e - f
Books (5)	- b - c - f

21 slots

Friday

Lincoln Logs (4)	- a - d - e - f
Art table (6)	- a - d - e - f
Beads (5)	- b - c - d - f
Records and Player (6)	- b - c - f
Dress-up corner (4)	- a - d - e - f

25 slots

Ingram team - Crayson Smith, Ethelrine Boatwright

Monday

Housekeeping Center (7)	- a - d - e - f
Pegboards with designs (7)	- b - c - f
Card game (7)	- b - c - e - f
Book table (9)	- a - c - d - e - f

30 slots

Tuesday

Blocks (9)	- a - d - e - f
Playdough (8)	- a - d - e - f
Tokens (9)	- b - c - d - e - f
Easel painting (4)	- b - c - f

30 slots

Wednesday

Puzzles (7)	- a - c - d - e - f
Beads (10)	- b - c - d - e - f
Scissors (8)	- a - f
Fingerpainting (5)	- b - d - e - f

30 slots

Thursday

Pounding benches (6)	- a - f
Stacking disc (4)	- a - f
Crayons and paper (10)	- a - d - e - f
Hi Ho Cheerio (5)	- b - c - d - e - f

25 slots

Friday

Transportation toys (8)	- a - d - e - f
Plastic animals (6)	- a - d - e - f
Records and Player (10)	- b - c - d - e - f
Clay (6)	- a - f

30 slots

Williams team - Mary Davis, Bertha Baker

Monday

Housekeeping Corner (7)	- a - d - e - f
Clay (6)	- a - f
Beads (6)	- b - c - d - e - f
Bean Bags (6)	- b - c - d - e - f

25 slots

Tuesday

Colored blocks (8)	- a - d - e - f
Color and shape bingo (6)	- b - c - d - e - f
Flannel story (5)	- b - c - d - e - f
Cubes (5)	- a - f

24 slots

Wednesday

Crayons and paper (6)	- a - d - e - f
Pegboards with designs (6)	- b - c - d - e - f
Lacing shoes (5)	- a - f
Dramatize nursery rhymes (6)	- b - c - d - e - f

23 slots

Thursday

Mail boxes (5)	- a - f
Dress up corner (8)	- d - e - f
Roll ball - call name (7)	- b - c - d - e - f
Parquetry blocks with designs (10)	- b - c - d - e - f

30 slots

Friday

Kangeroo Kards (7)	- a - c - d - e - f
Stories read by teacher (8)	- b - c - d - e - f
Position game - follow directions (5)	- b - c - d - e - f
Sorting boxes (5)	- a - c - f

25 slots

Bruce Team (Helen Williams, Delia McCard)

Monday

Clay (10)	- a - f
Match and Do game (8)	- b - c - d - e - f
Puzzles (6)	- a - c - d - e - f
Mother Wants To Know (8)	- b - c - d - e - f

32 slots

Tuesday

Ring the Donut game (6)	- b - c - d - e - f
Housekeeping Center (6)	- b - d - e - f
Book table (5)	- a - d - e - f
Bingo (7)	- b - c - d - e - f
Pounding benches (7)	- a - f

31 slots

Wednesday

Stringing beads (6)	- b - c - d - e - f
Building blocks (7)	- a - d - e - f
Paper and crayons (10)	- a - d - e - f
Heavy, Heavy Hangs Over Head (10)	- b - c - d - e - f

33 slots

Thursday

Fishing game (10)	- b - c - d - e - f
Mail boxes (4)	- a - f
Shape boxes (4)	- a - f
Lacing cards (10)	- b - c? - d - e - f

28 slots

Friday

Ring the donut game (10)	- b - c - d - e - f
Story (6 - 8)	- b - c - d - e - f
Match and do (8)	- b - c - d - e - f
Housekeeping Center (6)	- a - d - e - f

30 slots

Burke Team - Nancy Beck, Minnie Seabrooks

Monday

Housekeeping Center (4)	- a - d - e - f
Lincoln Logs (4)	- a - d - e - f
Pegboards with designs (3)	- b - c - e - f
Art table (6)	- a - d - e - f
Roll Ball - name game (5)	- b - c - e - f

22 slots

Tuesday

Toy builders kits (4)	- a - d - e - f
Dress up Center (5)	- a - d - e - f
Films (6)	- b - c - f
Train (4)	- a - d - e - f
Puzzles (7)	- a - c - d - e - f

26 slots

Wednesday

Clay (5)	- a - f
Wooden blocks (4)	- a - d - e - f
Books (7)	- b - c - f
Measuring Table (6)	- b - c - d - e - f
Lincoln Logs (4)	- a - d - e - f

26 slots

Thursday

Indoor ball (7)	- b - c - d - e - f
Parquetry - undefined designs (7)	- b - c - d - e - f
Jigsaw puzzles (7)	- a - c - d - e - f
Spin bottle - language (6)	- b - c - d - e - f
Lacing shoes (5)	- a - f
Stacking discs (5)	- a - f

32 slots

Friday

Fish for shapes (7)	- b - c - d - e - f
Mr. Policeman game - language (7)	- b - c - d - e - f
Ring Pass (7)	- a - d - e - f
Books (5)	- a - c - d - e - f
Number bingo (6)	- b - c - d - e - f

32 slots

Alexander II Team - Mary Evelyn Hamlin, Martha King, Rosalind Walker

Monday

All choices were manipulative -

Tuesday -

Wednesday

Listening station
Lotto
Art
Cutting table

Thursday

Cut and paste
Beads
Puzzles
Housekeeping Center

Friday

Parquetry with designs
Story book
Alphabet Cards
Bingo game

If you examine the teams' S.F.C. block plans, you will note that ability to develop a week's block plan utilizing the criteria varies from team to team. Most teams were able to provide ample slots so children could change activities readily (Burdell, Clisby, Bruce, Ingram, Green Street, Hamilton). For overall planning relating to criteria, the Hamilton team scored best. I feel this particular emphasis on sequencing the complexity of S.F.C. should be provided earlier in the school year, perhaps before Christmas holidays.

DARCEE CENTER Macon - DARCEE Inservice

Block Plan for week of April 5,6, 1973 Unit S.F.C.

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Activities					
Small Group Activities					
Structured Free Choice	Housekeeping Center (7) Kitty Cards (7) Playdough (10) Playtiles (6)	Don't Spill Beans (5) Telephones - Props (8) Leggo (6) Science Corner (8)	Listening Station (4) Hitto Cheerio (5) Colored blocks, houses, bendable people (8) Art table (10)	Math Table (7) building blocks(8) transportation toys Science corner(8) Go-Together lotto-concentration- (7)	Housekeeping Center w. Telephones & Props(10) Pegboard Village (7) Parquetry w. design cards (7) Story books (6)

Mini-Monster Session

Objectives: The participants will be able to designate skill objects in the Mini-Monster they are having problems understanding and/or teaching.

Strategies:

Objective 1 Introduce session by having participants indicate page number and specific objective(s) they are having problems with. Trainer give explanation and solicit input from group members. Input will be solicited from particular participants at trainer's direction. Trainer will point out objectives that may be misleading or that may not readily be understandable if such objectives are not mentioned by the participants.

Evaluation

Participants had questions about skills contained on pages 23, 34, 36, 43, 56.

Trainers gave explanations and suggestions for activities for each skill objective participants had questions about.

Macon - DARCEE Inservice
Location: Maude Pye School

Session: Friday, 1:00 - 2:30 - Math Activities

Objectives:

1. The participants will be able to interpret prepared lesson plans.
   a) See relationship between objective, activity, material.

2. The participants will be able to write a second set of lesson plans, using same material, but focusing on the recognition and identification level of the skill.

3. The participant will be able to list a number of materials appropriate to teach the math skills listed in Mini-Monster.

Procedure:

10 minutes -

1. Introduce session.

2. Pass out the prepared lesson plans. Allow time for participants to read.

3. Pass out lesson plan forms.

20 minutes -

4. Ask each team to write two lesson plans (1 plan focusing on recognition; 1 plan focusing on identification).

35 minutes -

5. Ask specific teams to share lesson plans with group.

25 minutes -

6. List materials as a total group.

Materials needed:

1. Set of prepared lesson plans (25 copies each)
2. Lesson plan forms (50 copies)
3. Mini-Monster
4. List of materials available
5. Materials for role play (if time)

Materials to Teach Math Skills

Material	Brand or Manufactor
1. Pegs, pegboards	
2. Dominoes	- Playskool
3. Roulette wheel w/ set cards/ numeral cards	- teacher made
4. Fishing game	- teacher made
5. Counting cubes	Milton Bradley
6. Flannel numerals	Milton Bradley
7. Flannel cut-outs	Instructo/ Milton Bradley
8. Hi - Ho Cheeri-O	Whitman
9. Beads	Playskool/ Milton Bradley
10. Magnetic numerals	
11. We learn to Count	Instructo
12. Discovering Fractions	Instructo
13. Fractional Parts (Felt-Circles-Squares)	Instructo/ Milton Bradley
14. Set Dominoes (hard rubber)	Instructo
15. Kinesthetic Numeral Cards and Counting Discs	Instructo
16. Stepping Stones - sets/ numerals	Instructo
17. Plastic counters (chips)	Milton Bradley
18. Number Concept Cards	Milton Bradley
19. Geometric Figures and Solids	Milton Bradley
20. Abaccus	Playskool
21. PLDK Links	
22. Fit - A - Numeral	Lauri Enterprises

Evaluation of Math Activities Session -

The procedures for the session were followed but time allotments were ignored. Procedure 6 was eliminated due to lack of time. I felt neither objective was accomplished satisfactorily. Carolyn and I circulated among the group to assist teams as needed.

5 teams were successful with the session.

Teams	Skill - page in Mini-Monster
Bruce School	Pg. 33 (1)
Hamilton School	Pg. 33 (1)
Burke School	Pg. 20 (1)
Williams School	Pg. 21 (1)
Ingram School	Pg. 19 (1 - 2 - 4)

5 teams were unsuccessful with the session.

Teams	Skill - page in Mini-Monster
Green Street School	Pg. 34 (2)
Clisby School	Pg. 34 (2)
Alexander School	Pg. 20 (4)
Burdell School	Pg. 20 (7)
Maude Pye School	Pg. 20 (7)

Minnie and Nancy (Burke), Mary and Bertha (Williams), Grayson and Ethelrine (Ingram), experienced little or no difficulty with the exercise. Other teams had difficulty with the exercise and requested a great deal of input from trainers to develop lesson plans. I feel the difficulties encountered indicate the teachers in Macon-DARCEE centers need a great deal of help with math skills; perhaps a workshop on math would solve the problem.

A list of commercial materials available to teach math skills was given to each participant.

Material	Brand or Manufactor
23. Set-Numeral Concept Puzzles	Ben - G.
24. Domino Flash Cards	teacher made
25. Match Mates	Creative Playthings
26. Foam Rubber numerals	Creative Playthings
27. Number - itc (set-numeral)	Judy
28. Set Tray	Creative Playthings
29. Developing Number Experiences	Holt, Rinehart and Winston Educational Dev. Corp.

Books

Arithmetic Games

Enoch Dumas

Zearon Publishers

Arithmetic Games and Activities

Wagner, Hosier, and Gillaley
Teachers Publishing Corp.

Block Plan Exercise

Objectives: 1. The participants will be able to discover violations of DAPCEE block planning and discuss changes that would make the plan be DAPCEE-like.

2. The participants will be able to work together in their individual classroom teams.

Strategies:
Objectives 1 & 2

Each participant will be given a copy of the block plan containing violations of DAPCEE. They will be asked to work in teams.   minutes will be allotted for the teams to check off errors they find in the block plans.

Teams will be selected at random to discuss what errors were found and what corrections would be appropriate.

At the conclusion of the discussion, incorrect items that were not pointed out by the participants will be pointed out by the trainer.

Evaluation

Both objectives were met very satisfactorily. The participants had obviously paid close attention during the previous sessions since much of the information needed to complete this exercise had been covered during the Selected Free Choice and Phase-out sessions.

They were able to identify each of the errors on the block plans and made valid comments when there was some question on a particular item on the plan. Time allotted for the session was more than adequate.

*Block plan with the key is attached.

Look carefully at the block plan below. How many violations of the DARCEE model can you find?

DARCEE CENTER Macon

Block Plan for week of April 5 - 9 Unit Spring

	Monday	Tuesday	Wednesday	Thursday	Frid
Large Group Activities	Introduce concept - "There are many rainy days in the Spring" - Dress Willie in clothing for rainy day - label clothing - Songs - "Rain Rain Go Away" - "It's Raining	Concept "Flowers on some trees develop into fruit" - Explain & show real apple - seeds - blossom - apple juice - Children select songs	Concept "There are many different kinds of spring flowers." Real plants - Crocus buttercup, dandelion, clover, daffodil. Children select one flower & label. Song "It's Spring" -	Concept "Some people wear clothing with many pretty designs" - design cards - match with children's clothing - Song "Mary Wore a ___ dress" - Back to table by designs in clothing	Concept "People plant vegetable gardens - sh plant seeds in gar- den box" - Each ch plant a seed tize "Flower:
Teacher 1 [redacted]	1. Flannel story - 3 Bears - Recall in sequence. 2. Story "The Rainy Day" -	1. Manipulate crayons - 2. Color ditto of alphabets A,B,C	1. Water color painting - Introduce 2. Paste parts of buttercup together	1. Reproduce design stripes & checks with crayons & paper - 2. Practice writing names with crayons	1. Sort vegetable seeds - c beans, so 2. Story "How does my garden grow
Teacher 2 [redacted]	1. Count objects up to 10 - 2. Associate numerals to sets 10 - 15	1. Identify colors - color lotto 2. sets. paste 6 [redacted] apples on trees	1. Story "Flowers we know" - 2. Water color painting - Introduce	1. Reproduce 26 alphabets on chalkb. 2. Color numeral dittos	1. Plant seeds individual container 2. Color dit cumber and squash
Structured Free Choice	1. Housekeeping - 2. Lacing cards - 3. Puzzles - 4. Easel painting - Independent	1. Puzzles - 2. Stacking discs - 3. Blocks - Independent 4. String beads -	1. Record player - 2. Housekeeping - 3. Puzzles - 4. Water color painting - Indepen.	1. Books - Independent 2. Puzzles - 3. Farm Lotto - 4. Scissors, paper magazines	1. Crayons & paper 2. Water colors 3. Tracing n 4. Magic marker & paper

Key: Teacher 1 -

Monday - 2 stories -

Tuesday - same type activity - small muscle - no large group follow-up.

Wednesday - o.k.

Thursday - same type activity - 1st activity just introduced in large group.

Friday - o.k.

Key: Teacher 2 -

Monday - Sequence off - 2 math activities.

Tuesday - o.k.

Wednesday - o.k.

Thursday - same type activities - inappropriate 1st small group.

Friday - 2nd small group - had dittos day before.

Key: S.F.C. -

Monday - All small muscle - choice 4 should not be independent.

Tuesday - All manipulative.

Wednesday - Water colors just introduced this day - would not be independent.

Thursday - Puzzles for 4th day in a row.

Friday - All small muscle - no variety.

Evaluation of Sharing of Ideas and/or Materials Session -

12 participants brought materials and/or ideas to share.

3 participants were absent from the session.

7 participants did not bring materials or ideas to share.

Trainers felt the session fairly successful.

Sharing of Ideas -

Daphne LaConstance Clifford Mae	Color - numeral bingo - teacher-made
Mary Evelyn Martha Rosalind	B.B. ideas for transportation - paste design cutouts over fingerpainting - three pigs for home & family - butterfly - clothespin, pipe cleaners, tissue paper
Joyce Margie	Snap, zip, buckle board - teacher-made - yarn on sandpaper pictures, paperbag puppets for dramatizing, twister game - color, left, right, numerals 1 - 12
Joanne Costella	Large cardboard train - dramatize to record - teacher-made lacing cards - terranium
Nancy Minnie	Make parts to plants) no materials ABC lotto / number lotto)
Grayson Ethelrine	Paper bag costumes with Indian designs - paper head bands from bags - tepees for set work - 3 pigs made from upholstery
Helen Hilda Delia	So busy, no materials, because they've been busy on a play requested by principal. Had all children come together (42 kids) - 3 weeks from large group - no materials or ideas
Catherine Woolfork Connie Smith Thelma Hill Mary Davis Bertha Baker	No materials to share, but shared ideas

Nan Marney - absent on Friday - Mary Habersham - absent from Friday P.M. session - Mary Irvin - absent on Friday.

Participants were asked to write feedback at the end of each day on how they felt about the sessions. Feedback for both days were as follows: *

Thursday: Bruce -

We enjoyed the chart session. It was informative and interesting.

Julia and Carolyn -

I think that the session was very helpful. I obtained new ideas of interest. Specifically new ways to handle different problems with individual children; ways to sequence positive reinforcements, and new ideas of motivation concepts. These inservice days are what we should have throughout the year.

I feel that we should stop whenever talking is excessive. The deal about standards for us was neat. If you could tell us first thing what time break will be, maybe there won't be so much noise. - Motivation charts are excellent.

Motivation charts were great. Some excellent ideas were presented. New ideas are always welcome. We get tired of sitting for so long and listening to the same type of problem.

Dear Julia and Carolyn,

This inservice session has been timely and informational. The new ideas will be utilized to the fullest extent. Let's have more meetings of this type next term.

Talking over problems was helpful, but we liked the new suggestions on positive reinforcement the best, especially the sharing of charts. We think the motivation charts will work well.

This session has been very helpful and inspiring and enjoyed it very much. Especially ideas coming from everybody.

I think the motivation chart is a very good idea and we received some new ideas and different ways to do things. I feel our center is already doing many of mentioned things to change attitudes.

* Participants were given a choice as to whether to sign their names or not.

Today's session was very educational, inspiring, and enjoyable.

The session was helpful - especially the motivation charts - talking out and listening to similar problems was great.

The afternoon was very fruitful for me as I seek good ideas to bring to my table for the children to enjoy learning experiences from. You are as usual a good motivator for me and I'm impressed with the inventiveness on the spur of moment basis exhibited by all my co-workers. Please keep on being a part of us, we have unusual situations from time to time that needs coordinating.

I got a lot from this session. It was very informative and I think I'll understand Barbara and her behavior better after today. The motivation chart will do a lot to help the children complete their tasks.

Friday: ------------

I have been helped so much by these two days. I thought at first I would be bored. But then it was the other way around. I really enjoyed both days.

Today was a great success. I feel that it was time well spent. Not only do I understand the material better; I feel I can give more to my group, because I have had this time to learn more of DAPCEE.

The session was very beneficial. Let's have more next term, beginning earlier (August or September). Have a safe trip home. See you next time.

Today was very enjoyable; there was enough activity to keep us occupied. I could understand how hard it would be for a small child to sit for long periods of time. I hope there will be twice as many inservice training days next year - hopefully for one whole week.

Inservice meetings are very valuable, interesting and enlightening and rewarding. Thanks a million. Hurry back!

We enjoyed today's meeting. It was very helpful.

I thought the day went well, and was beneficial in many ways.

I really enjoyed today's activities. I really benefited from the lesson plan and the Mini-Monster.

The day went well. We think a lot of thought and work went into the planning.

Helpful. Maybe next time don't let everyone go over the one activity. Maybe let one or two share.

Day went well - very helpful, especially sharing. Didn't need to go over each day on block plans - could have passed it up.

It was hard to sit all day but we got a lot of out of the inservice. The sharing of ideas was excellent. The math hand - out was good. The question - answer time on the M - M was beneficial.

We feel that we were exposed to many helpful ideas. We particularly enjoyed sharing of ideas as we feel we become stale in doing many of the same things.

Arrived on time: (Friday)

Rosalind
Mary Evelyn
Martha

Clifford
La Constance
Daphne

Joyce
Margie

Nancy B.
Minnie

Mary Davis
Bertha

Arrived 8:15:

Costella Causey
Joanne Gardner

Catherine
Mary Habersham

8:35: Bruce Team
8:56: Burdell Team

Nan Marney - absent
Mary Irvin - absent

ALEX. - HAMLIN

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Thursday, Sept. 21, 1972
SCHOOL: Alexander II
PRINCIPAL: Mr. Green
LOCATION: 1156 College St., Macon, Georgia
STAFF: Mary Evelyn Hamlin, L.T., Martha King, A.T., Rosalind Walker, A.T.
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

For trainer: - To observe the day's activities and give staff feedback at the end of day.

To see which DARCEE essentials are being retained and which essentials have been washed out.

To re-establish the trainer - implementor cooperative relationship initiated last year.

ARRIVAL:

Upon arrival, located principal, Mr. Green, in teachers' lounge, immediately off office. Introduced self, Mr. Green acknowledged my presence by saying: "We were expecting you." He escorted me about one-fourth of the way to the classroom, then stopped a student to carry my luggage and continue the escort.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -

All of floor except area around sink is carpeted (tan and green tones) walls are painted yellow; windows across one entire wall (heaters under windows); bulletin board across opposite walls with shelves underneath; chalkboard across one end wall: sink, bathroom entrance for boys and girls, cloak area for children across opposite end. Arrangement of furniture indicates three small group activity areas (not well separated); there is no marked area or obvious area for large group circle.

On arrival in the classroom (I haven't a watch with me, there isn't one in the classroom), all three staff members were present, chatting. Children were congregating outside. Children drifted in, but no materials were out for children to play with.

*Colorful posters placed at top of wall - if being used with instructional theme - place on children's eye level. If not related to unit - remove. - Children's paste and paper shapes (circle, square, triangle) products displayed on bulletin board. Treasure boxes (without tops) - covered with aluminum foil. Housekeeping equipment placed against wall under windows. - Books on book shelves under bulletin board; Shape box record player, PLD and kit, projector, opened books on top of shelves.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

*S.F.C. - Choices are not announced; materials are put out and children choose. No standards are set (for choosing or use of materials). Each teacher is supervising an activity.

Choices:	1. crayon and paper	-	table	-	Rosalind
	2. wood blocks	-	floor	-	Martha
	3. workbenches	-	floor	-	Mary Evelyn

Clean-up process needs organizing - some children are helping put toys away, others are being escorted to bathroom by Rosalind.

*Bathroom process could be more organized. No standards set for transition. One child has spent the entire clean-up/bathroom time playing with a toy in the large group area. Is still there when children start bringing chairs to large group area.

Transition to large group area -
Needs organizing - no standards - children get to large group without directions. No boundary or tape on floor to guide children for placing chairs.

Teacher: Mary Evelyn Hamlin -

Standards: No standards set for general behavior or responding to specific activities.
"Teddy Bear" - action verse -
"Head, Shoulders, Knees, Toes" -
"Where Is Mary" -
No standards set for or introduction to song/ No positive reinforcement for children responding. During song, Rosalind is moving around circle, literally holding children up. Martha picks up for last half of circle. Children were not positively reinforced at end of song.
"The Bus Song" - one standard set - put on listening ears.
"Five Little Fishes" - action verse -
No standards set for attending behavior or appropriate responses.
Nursery Rhyme - "An Old Woman Who Lived in a Shoe" - put picture on flannel board, read verse two times. Ask children how the old woman looked? how the children looked?
Counted no. of people in picture - counted no. of boys - no. of girls.

Transition from Large group to Small group. -

"The people at first table, show me how nicely you can carry your chairs." Positive reinforcement as an afterthought.

1st Small Group -

Mary Evelyn Hamlin, L.T. - 6 children in group -
Standards: Inside voices - directed children to look across room at "Ole Woman" picture. Ask children if story was real or pretended. Hands out cutout of shoe - no standards set. Hands out a baggie with crayons to each child.

Asking children to recognize colors (find your brown crayon and color shoe). Continues to direct children to look across room at picture. Color within small defined areas.
Setting: Children seated at table.
Motivation - teacher low-key - interacting with children labeling colors, parts of shoe. Positive reinforcement - other than interacting with children in a positive manner, positive reinforcement is completely lacking, both physically and verbally. Asking to "borrow" specific colors in order to check children on recognizing colors.

Not any of the teachers moved around during the activity. Martha set specific attending standards prior to handing out materials. Should have had model of finished product displayed close to each table. Colors on picture not appropriate for color matching or recognizing (colors weren't true colors - red - rust; yellow - gold).
Rosalind: "finishing" children's products.
Objectives:..

Close out of Martha's activity - rough - Phillip being disruptive - has been removed from group - continues attention-getting behavior - group deteriorates

Mary Evelyn's group left alone, while she and each child places his picture on bulleting board across room.

2nd Small Group Activity -

Rosalind -
Did not hear specific standards - very pleasant manner - using estremely abstract example for children; face is a circle; torso is a square; arm is a rectangle; leg is a rectangle. Children assembling body on table.
Materials have been prepared and organized in baggies for each child.

Martha -
Did not hear specific standards - stringing beads materials - beads, strings. Follow the teacher's pattern teacher stringing beads, also saving color - children follow teacher's model.
Setting: children and teachers seated on floor.
Giving specific directions for taking beads off string - 1) take beads off one at a time; 2) place beads in baggie.
Isn't following up with positive reinforcement for those following directions.

Transition from Small Group - bathroom - outdoor play.

No standards set for either group - consequently disorganized. After bathroom process, children return to tables.

Return from outdoor play -
Children come in, line up to get water. After getting water, each child is directed to bring chair to large group circle. Positive reinforcement on part of Mary Evelyn sparodically.

2nd Large Group -

No standards set. Story "Tortoise and the Hare." " Mary Evelyn told the story - holding book so every one could see - pointing out characters in story. Using very expressive voice. - Using paper mache tortoise and hare to dramatise story. "Little Indian Boy" Story - Actions to accompany story - similar to Bear Hurt Peview "Old Woman in a Shoe."

Hand Washing Process -

Needs to set standards - recognizing - nothing for children to do while waiting.

P.M. Session.

Children return from lunchroom. -

Large Group -

"Teddy Bear" - Action verse - "Head, Shoulders, Knees, Toes" - Same as a.m. session - content, sequence, positive reinforcement, standards, role of A.T. New children arrived in middle of large group. Reviewed identify colors and shapes (yellow, brown, purple, orange, green, blue, red); (square, rectangle, triangle, circle); - "Itsy, Bitsy Spider."

Identified colors and shapes again. "Little Rabbit" action song (Carolyn's Song! "Old Woman in the Shoe." -

Transition from large group to small group tables.

Same as first large group in a.m. session.

1st Small Group Activities.

Mary Evelyn - 4 children; 3 boys - 1 girl -
Rosalind - 3 children; 2 boys - 1 girl -
Martha - 4 children; 3 boys - 1 girl -

Same activities as a.m. in all three groups. - Martha doing a good job of using activity for color matching. - Matha's group finished before other two groups. Used a stretching exercise briefly. - Martha went into 2nd small group although posted schedule indicated s.f.c. next. 2nd small group for Martha's group same as a.m. - Conducted same. Shortly, there's communication between Mary Evelyn & Rosalind; Rosalind goes over and informes Martha of mistake. Beads are taken up.

S.F.C. -
Handled same as a.m. - choices not announced to total group.

Choices available: wooden blocks - floor - Rosalind - 5 children
pounding benches - floor - Mary Evelyn - 2 children
beads - floor - Martha - 3 children

All three teachers interacting with children. Rosalind prepared her group for close of activity. Clean up process more organized than a.m.

Transition from s.f.c. to outdoor play. -

Children went to bathroom, got water, lined up to go outside.

Outside play area - one jungle gym - eventually 4 small balls were brought out.

Return to classroom - 3rd Small Group -

Mary Evelyn -
Pegs and pegboards working on top and bottom. Put red pegs across top row. Put in one peg at a time. No other standards set. After top row is completed, directed children to put a row of green pegs on bottom.
In Mary Evelyn's group one child finished before all the others. Had to wait while others finished. Directed children to make a diagonal from top left corner to bottom right corner. After this step was completed, directed children to make another diagonal from right top corner to bottom left corner to form an X. With 4 children it worked well since a great deal of individual help could be given. With a group of 10 - an impossibility.
Buffer: "Where is Thumpkin?"

Rosalind -
Same activity as a.m.
Conducted same as a.m.
Reviewing parts of body, asking children to recognize, associate use with part.
Used buffer -
"Where is Thumpkin?"
Second buffer:
"Wheels on the Bus."

Martha -
Color Lotto - Each child with a board - baggie with cards.
Calling cards "square" when in fact they were rectangula
Close out of activity: well organized.
Used buffer: name game -
"Where Is Mary?"

Transition from Small Group to Large Group -

No standards set - very disorganized.

Large Group - Reviewed day - "Old Woman who Lived in a Shoe" - Bus Song - Tortoise and Hare - told again - "Little Indian Boy" - action verse - "Little White Duck" song on record - teachers and children sang with record.

-Transition to small group tables

-No standards set - no chaos, probably due to small number of children.

P.M.

Schedules posted:

A.M.		P.M.	
8.30 - 8.45	Arrival	12.00	Arrival
8.45 - 9.05	Free Choice	12.00 - 12.30	Lunch
9.05 - 9.15	Bathroom	12.30 - 12.35	Bathroom
9.15 - 9.35	1st Large Group	12.35 - 1.00	1st Large Group
9.35 - 9.50	1st Small Group	1.00 - 1.20	1st Small Group
9.50 - 10.00	2nd Small Group	1.20 - 1.40	Free Choice
10.00 - 10.30	Play	1.40 - 2.10	Play
10.30 - 10.40	Bathroom	2.10 - 2.20	Bathroom
10.40 - 10.55	2nd Large Group	2.20 - 2.35	2nd Small Group
10.55 - 1.30	Lunch	2.35 - 3.00	2nd Large Group

Checked Daily Lesson Plans:

Rosalind- 1st and 2nd Small Group activities - 1st - ditto - 2nd - puzzles	9 - 8 - 72	Objectives: written in specific behavioral terms. Evaluation: in terms of group based on objectives for a.m. session. No evaluation for p.m. session.
1st - ditto - 2nd - shapes using blocks	9 -11 - 72	Objectives: same as above. Evaluation: general for a.m. - no evaluation for p.m.
1st - tempera paint 2nd - no plan	9 -12 - 72	Objectives: same as 9-8-72 - Evaluation: same as 9-8-72 - for a.m. No evaluation for p.m.
1st - ditto - 2nd - ditto -	9 -13 - 72	Objectives: same as 9-8-72 - Evaluation: same as 9-8-72 both a.m. and p.m.
1st - squirrels store food: using acorns and pecans - 2nd - ditto -	9 -14 - 72	Objectives: same as 9-8-72 Evaluation: same as 9-8-72
1st - ditto - Likenesses and differences - 2nd - pegs and pegboards -	9 -15 - 72	Objectives: same as 9-8-72 Evaluation: same as 9-8-72
1st - ditto - association skills - 2nd - manipulation of clay	9 -18 - 72	Objectives: same as 9-8-72 Evaluation: same as 9-8-72

1st - paste shapes (circle, square, triangle) - 2nd - name game -	9 - 19 - 72	Objectives: same as 9-8-72 Evaluation: same as 9-8-72
1st - review (recog.) parts of body - recognize pictures Testing - no 2nd small group	9 - 20 - 72	Objectives: same as 9-8-72 Evaluation: same as 9-8-72
1st - crayons and papers (shoe) - 2nd - construction paper shapes to make a body	9 - 21 - 72	Objectives: same as 9-8-72 Evaluation: same as 9-8-72
Martha -		
1st - ditto - likenesses and differences - 2nd - stringing beads	9 - 8 - 72	Objectives: written in specific behavioral terms. Evaluation: general a.m.
1st - magazines - red hunt 2nd - position concepts - ditto -	9 - 11 - 72	Objectives: same as 9-8-72 Evaluation: no evaluation
1st - clay - 2nd - tempera painting	9 - 12 - 72	Objectives: General Evaluation: General
1st - shape concepts - ditto 2nd - knock-out benches	9 - 13 - 72	Objectives: same as 9-8-72 Evaluation: fairly specific for a.m. no p.m. evaluation.
1st - squirrels store food, using pecans, acorns - 2nd - ditto - crayons -	9 - 14 - 72	Objectives: General Evaluation: General
1st - ditto - likenesses and differences -	9 - 15 - 72	Objectives: General Evaluation: Fairly specific
1st - ditto - association skills - 2nd - color concepts - construction paper -	9 - 18 - 72	Objectives: same as 9-8-72 Evaluation: Fairly specific -

1st - shape matching - construction paper - paste - 2nd - name game	9 - 19 - 72	Objectives: Specific Evaluation: Specific
1st - red hunt - magazines -	9 - 20 - 72	Objectives: Specific Evaluation: Specific
1st - color Mother Hubbard's Shoe 2nd - Stringing beads -	9 - 21 - 72	Objectives: Specific

Mary Evelyn Hamlin - Objectives written in specific behavioral terms.

RECOMMENDATIONS MADE DURING PLANNING AND EVALUATION:

*1. Will ask for feedback on Teachers Manual and Mini-Monster on next visit.

*2. Will not ask lesson plans and block plans be sent to Nashville, but will look at on visits.

*3. Suggested change in physical arrangement of room. Put tape on floor for large group.

*4. Suggested materials be put out for arrival, departure time - set standards for use.

*5. Suggested specific standards be set for all activities - large group, small group, s.f.c., transitions.

*6 Suggested changes in s.f.c.

*7. Suggested more positive reinforcement needed for children able to follow standards and working on tasks.

*8. Suggest departure/arrival time (middle of day) be used to evaluate a.m. session, make changes in p.m. session if necessary.

*9. All teaching displays and children's products need to be displayed on children's eye level. Teaching displays change as instructional themes change; children's products are changed often enough to maintain interest.

*10. Organize bathroom process - one person supervise boys' bathroom; one person supervise girls' bathroom; one person supervise transition to large group area. Children should go back to tables after s.f.c. before bathroom process. Standards set.

*11. Pictures used for models should be displayed near table. Children cannot see all the way across room.

*12. Children's products should be displayed near their small group table when possible.

*13. Appropriate use of dittos - be sure the children have had a number of experiences with real objects (when possible) when working on a skill or concept before using ditto. Ditto should not be used more often than once a week for any group.

*14. Lesson Plans - need to evaluate individual children based on objectives.

*15. Block Plans - need to be made out for entire week on previous Friday. Should be made out together with all 3 staff members involved.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 7, 1972
School: Alexander II
Staff: L.T. Mary Hamlin
A.T. Martha King
A.T. Rosalind Walker

City: Macon, Georgia
Principal: Mr. Green

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1 X	+1	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1	+1	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2 X	-1	+1	+2	

What, if anything, did you as trainer see that pleased you?

1. Large group area designated by tape as Julia recommended on last visit.
2. Warm relationship for most part between teachers and children.

What, if anything, did you as trainer see that disturbed you?
Lack of skill sequence correctly used. Lack of motivation on part of 2 DA's. Lack of acceptance of children's work. Lack of enough positive reinforcement & standards - general or specific.

What were the skill objectives and attitude objectives listed for today?

No lesson plans for today from either teacher. Mary has not written any, nor has Rosalind - Martha submitted lesson plans for Sept. 12 - Oct. 31 only.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 7, 1972
TIME: 8.15
SCHOOL: Alexander II
PRINCIPAL: Mr. Green
LOCATION: Macon, Georgia
STAFF: Mary Evelyn Hamlin - Lead Teacher
Rosalind Walker - Assistant Teacher
Martha King - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe the overall classroom operation (implementation of the DARCEE essentials) and provide feedback to staff.
2. To get feedback on Manuals.
3. To follow up on recommendations made to staff by trainer on last observation/feedback visit.

ARRIVAL:
Arrived at 8.15 - Spoke to Mr. Green - Mary Evelyn came in just as I did. We chatted on the way to classroom. She informed me that the meeting would be held at 2.30 this afternoon and that meant we would have to leave at 2.00 - one assistant would have to stay with the children who are not picked up until 3.00.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS
One child is waiting outside of door as we approach the classroom. We enter - room very neatly organized. First thing I noticed was the tape on the floor designating large group area as Julia had recommended on last observation/feedback visit.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
8.20 - There are now 2 children present - they are playing with blocks on the floor. Mary is running off dittos on machine in room - doing paper work, etc.

8.25 - Another child enters - Mary greets him briefly, but pleasantly.

8.30 - Martha and Rosalind arrive - busy themselves in preparation for the day. - I notice the daily schedule posted on the wall close to where I'm sitting.

Morning Schedule:	8.30	- 8.45	-	Arrival
	8.45	- 9.05	-	Free Choice
	9.05	- 9.15	-	Bathroom
	9.15	- 9.35	-	First Large Group
	9.35	- 9.50	-	First Small Group
	9.50	- 10.00	-	Second Small Group
	10.00	- 10.30	-	Play
	10.30	- 10.40	-	Bathroom
	10.40	- 10.55	-	Second Large Group
Afternoon:	12.00	-		Arrival
	12 05	- 12.30	-	Lunch
	12.30	- 12.35	-	Bathroom
	12.35	- 1.00	-	First Large Group
	1.00	- 1.20	-	First Small Group
	1.20	- 1.40	-	Free Choice
	1.40	- 2.10	-	Play
	2.10	- 2.20	-	Bathroom
	2.20	- 2.35	-	Second Small Group
	2.35	- 3.00	-	Second Large Group

8.35 - 9 children are present now - all involved with blocks and pounding benches on floor. Rosalind sitting passively watching.

8.40 - Martha and Rosalind have gone to move their cars off street - some children are beginning to misuse blocks - throwing them, hitting, etc. - 15 children now present - Mary talking with child about leaving glasses at home - reads a few lines from a nursery rhyme book to a child who is looking at books.

8.50 - National Anthem over intercom - all stand quietly - amazing how the noise abruptly stops - you can hear a pin drop as the song is played - children are "frozen" to the spot. - Martha and Rosalind are back in room - Mary gone to move her car. Martha sitting on table talking to Rosalind - no interaction with kids.

8.55 - I just realize what is going on here - arrival time and free choice is all in one block of time - the children have been playing with these same materials since they began arriving. There is no distinction made between arrival and free choice, except on the schedule. - Mary still doing paper work, Rosalind still sitting passively - Martha drinking coffee.

9.00 - Mary carries money to lunch room. Martha "corrects" several children in housekeeping area - Mary returns - all three tell children, at different intervals, to clean up. - Clean up very organized and brief. Mary talking quietly but sternly to children in line for bathroom. Have been here almost an hour so far - have not heard one standard set by either teacher.

9.10 - Large Group -

Mary sitting in large group area - called children up by groups - "1st table, let's see how nicely you can carry your chairs," "2nd table.......," etc. Rosalind helping a few children up to circle - one or two words of reinforcement given - "good" - "that's nice," etc. - Mary directs children to stand - "Teddy Bear" - action verse - "Head, Shoulders, Knees, Toes," - "Mr. Yellow Bird," - I have Julia's report with me and I notice the large group content began the same way on our last visit with "Mr. Yellowbird" instead of "Where Is Mary." Little reinforcement for individual children.

9.17 - Song - "10 Little Turkeys" - sung backwards, then forward - children have trouble counting backwards. - Thanksgiving poem - all say it together - several children asked if they would like to say poem alone. - Mary - "When we count in ordinal numbers, what are we trying to find out? One child answers correctly - group counts turkeys on flannel board - Mary asks children to name position as she points to each turkey - children do o.k. up to third - Mary also asked about cardinal numbers - this was done so quickly I didn't get what kind of answers she got - she moved quickly to numeral flash cards - all children cannot identify numerals. - Mary now moves to "wild animals and tame animals"- asks group what is the difference - some answers were one is wild and one is tame "One is little and one's big." After a few more similar answers Mary tells children "Remember, we said wild animals take care of themselves."

9.25 - Story - "Little Bear" - standards not set - children very attentive, however. Rosalind appears to be about to fall asleep. - Mary's voice very enthusiastic as she reads. Martha is sitting on table behind her group - she appears to be a little bit more motivated than Rosalind.

9.35 - Children go back to tables abruptly after story - fairly smooth.

First Small Group -

It appears that all three groups are going to do a paste and paper picture of a model that's on the bulletin board. I decide to focus on Rosalind. - Rosalind sets very good standards for using paste - leaving paper on table, etc. Children should be reinforced for following these standards so well - but does not. She very carefully demonstrates pasting parts of pictures (3 trees - one rabbit). Children start pasting - Rosalind up moving around helping individual children. She seems to be very concerned with neatness - she is helping children by doing for them in some cases. - I remember that the model being across the room from Mary and Rosalind's table was another suggestion on the last visit. Mary is directing children to look at picture on wall. - Rosalind is not being accepting of what children are able to do. One child pasted her tree a little differently (not as close to the bottom of paper) - Rosalind tells child to look at mine" - "did I paste mine that far down?" - I hear all three teachers giving plenty of directions for pasting a "pretty picture" but do not hear any reinforcement even though children are doing exceptionally well. Martha has just reinforced some children who "asked" for praise by saying "Do you like my picture?"

10.00 - Mary's group finishes - washes hands - orderly but no standards - Rosalind's group follows same procedure.

Second Small Group -

Mary puts 4 buckets of beads on table - briefly sets standards for what to do - "get strings out, wait till I tell you what shapes to get out." Uses "square" as label for cube and circle for sphere. Children are directed to put "beads on in this order - square, cylinder, circle." - Rosalind has dittos of 3 small deer instructs children to color the baby deer the same color as the fawn on the front of a book (holds up book - gives children lable for baby deer - does not pronounce it correctly - "farm" instead of fawn.") - Martha has pegs and pegboards - Following directions (verbal) single row - red across top - orange row across bottom.

10.10 - Rosalind's group quietly coloring - she makes occasional comments about what children are doing. - Martha seems to be concentrating on "right and left" as each child is asked to hold up his right hand. - Mary's group is standing doing well stringing beads - children more verbal than other two groups.

10.15 - All groups are cleaning up - beads are a little noisy - other 2 groups clean up quietly. - Mary "correcting" a child who is misusing beads - some beads are spilled under the table - every child makes a mad dash under the table - Mary shows control by quietly talking to children but physically handling a few rather roughly. After every one finally got back to their chairs, Mary tells group they must sit for a few minutes because they didn't know how to act." (Another free choice time has been substituted here for outdoor play because of rain). - No standards at all set for transition - no announcement of change in schedule.

10.25 - Mary lets her group join others on floor - materials out are beads - blocks, puzzles and pounding benches. - One child has obviously done something wrong as Rosalind directs him to go stand in corner. - Martha has left room. Rosalind and Mary chat about who will stay with children this afternoon. Rosalind says she will stay since she has an appointment later anyway. - While children were playing, I asked to see teachers block plans and lesson plans. Mary informed me that'they' decided last week in the inservice meeting that 'they' would not write any detailed lesson plans since this took time away from the children." She further explained that she was sure this would be brought up in the meeting this afternoon. - Martha gave me a stack of her lesson plans on notepaper dating from Sept. 12 - Oct. 31. Did not get any from Rosalind.

10.40 - Clean up - Announcement of 2nd large group made by Mary standing in large group area - children seated on floor - Mary asks children to "look at me" - Review what happened during morning - (what happened in story). - Here, it appears it's time for last large group - no announcement - children called by tables - children are very restless - many wiggling, squirming, etc. Rosalind calls two boys names loudly who are inattentive. - Slide shown of birds building nests - feeding young, etc. I don't know what connection these slides have with anything going on today. It's out of season.

10.55 - Film ends - Songs - "If You're Happy" - "Wheels on Bus." - Girls line up to wash hands - boys still seated on floor - becoming very disorderly - Mary says "You know the ones who are going to go to lunch first are the ones who are quiet." - Martha calls boys up to wash hands. - Several times during the day the children have spontaneously come over to hug Mary - the problem is that it's usually at a time when they have been directed to be in their chairs. About 6 children engaged in another of these hugging episodes just as Mary tried to get everyone's attention to line up for lunch.

11.00 - Lunch over at 11.25 - Children back in room. - During lunch I chatted with Rosalind - I intentionally - unintentionally got some interesting feedback about the meeting.

1. Helen arranged the meeting -
2. Contacted teachers Saturday -
3. Tried to have day off for children -
4. Meeting originally planned for only lead teachers -
5. Rosalind thought we (trainers) were to conduct meeting -

11.30 - 9 children left in room - not involved with any materials - a couple of boys not sitting. - Mary correcting several children who are misbehaving - Rosalind and Martha chatting on other side of room.

11.35 - 7 children left - 2 in housekeeping area. Rosalind says "No, no," to them - children keep doing what they want. One sitting in front of sink, 3 at tables, 1 standing near table, 1 standing in large group area. - It looks like this time between sessions is still not being used for P & E.

11.40 - 4 children present - Mary asks question about item in Mini-Monster - I need to send her a copy of old Darcee Head Start Objectives Booklet.

12.35 - From 11.40 till now I have taken a break in lounge, and talked to Sue and Julia on the phone about arrangements for "the meeting." It seems there is some confusion at different schools as to the correct time everyone is to meet. I also talked with Mary while Rosalind and Martha took the afternoon children to lunch. I went over some of the suggestions I had listed for changes to be made as well as praise for the one thing I saw changed from the last O.F. visit made.

12.50 - Children returning from lunch - 7 children present - Mary informed me earlier that there were only 12 children enrolled in the afternoon.

12.52 - Children called up to large group. - Rosalind sitting behind group - Martha sitting at end of line (not enough children to make a circle).

Large Group content same as morning. -

2 interruptions - announcements over intercom - something about "wringing a child's neck" for not bringing a note to Mary's room.

1.10 - Large group ends -

1.12 - First Small Group - Martha 2 children -
Rosalind 3 children -
Mary 2 children -

Activities same as morning.

1.35 - Children assembled in large group area while tables dry - all involved in songs and fingerplays - "Little Red Fry Fry" -

1.40 - Second Small Group - Materials used same as morning.

1.53 - Film strips.

2.00 - Left with Martha and Mary to go to meeting at Bruce.

No evaluation due to called meeting.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

1. Large Group needs to come before free choice (morning).

2. Standards need to be set for playing with materials at arrival as well as other times during the day.

3. The afternoon schedule needs to be rearranged - too much time allotted to last large group - not enough for 2nd small group.

4. All three teachers need to interact more with the kids while they are playing at arrival time. (Mary sat on floor and started talking to a child about what he was building just as I finished this sentence. - E.S.P. maybe!)

5. One whole hour went by without any standards being set or any reinforcement given for appropriate behavior!

6. Large group content needs to be varied - content almost same today as one on Julia's last visit.

7. Concepts in large group too difficult - "Ordinal & Cardinal positions - Identifying numerals - stating difference between 'wild and tame animals."' - No standards set entire large group - no specific, individual reinforcement - teachers need to appear to be motivated in order to motivate the children.

8. Suggest using concrete objects - even children themselves to work on ordinal position (Ex. coming up to large group - 1st, 2nd, 3rd, etc.)

9. Teachers should not set expectations beyond what children are able to do - need to also be accepting of children's (individual) efforts to do well - do not overemphasize "neatness" and "exactness."

10. Make sure materials and experiences provided are as relevant as possible to time of year and what is going on in classroom. (Slide of birds building nests, is somewhat out of season - did not tie in with anything else that has been presented today).

11. Lesson plans are to be written by each teacher in every DARCEE classroom for each activity tought.

12. Children should not be made to stand in corners for behaving inappropriatly. Handling disruptive behavior is explained in detail in the Teachers Manual - standing children in the corner or depriving children of playtime is not mentioned in the manual.

RECEIVED
MAR 15 1973
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 21, 1973
School: Alexander II
Staff: L.T. Mary Evelyn Hamlin
A.T. Rosalind Walker
A.T. Martha King

City: Macon, Georgia
Principal: Mr. Green
Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1 X	+1	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1 X	+1	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

What, if anything, did you as trainer see that disturbed you?

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: February 21, 1973
SCHOOL: Alexander II
PRINCIPAL: Mr. Green
LOCATION: Macon, Georgia
STAFF: Mary Evelyn Hamlin - Lead Teacher
Rosalind Walker - Assistant Teacher
Martha King - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom.
2. Evaluate with staff at the end of the day and give feedback from observation.
3. Focus in on previous trainers' recommendations to see if teachers were able to follow up on them.

ARRIVAL:

8:50 - Spoke briefly with Mr. Green and Mary - went directly to classroom. - Mary had a conference with a parent in the lounge.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

18 children present - Martha only teacher in room. Materials out on tables, clay, books - children on floor with puzzles. Martha directs child to put puzzle away - 2 boys work on putting puzzle together. 6 children moving around misbehaving. Mary returns to room with new child - introduces her to group - adds her name to the roll. Several boys running around, playing on floor, etc. - Mary informs me that Rosalind is in the hospital, also people are coming to video tape and schedule will run a little late. - Martha instructs boys to get a book and sit down - 3 boys look at a book on floor; one playing with car and helicopter models on shelf.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

9:05 - Mary announces clean up time. Martha directs children at clay table to begin cleaning up. Children begin lining up for bathroom. No standards set for lining up - no reinforcement for ones that are doing well.

Physical Setting: Walls - bulletin board contains evidence of work on Transportation unit - 4 shapes pasted on front of heating unit. Where are the children's products? - Story characters still up above bulleti board - above eye level.

9:10 - Large Group -

Mary sits in large group area - reinforces those sitting "nicely" at each table - waits for girls to come out of bathroom. - Mary calls "females" to come up from first table - reinforces group "that was very good" - calls "males" - then same procedure for 2nd table. Martha helps children at that table bring chairs up. - Mentions new child again - explains what will happen this morning (video taping). - Song "Mr. Yellowbird" - Martha stands behind each child as they sing names. Reinforces by touching children, praising each "good______!" - One child says "I don't want to sing." Everyone sings his part. - Mary reviews Transportation with us off bulletin board. Several children are talking and answering at same time. Children have good idea of what the means of transportation are about (land and air). - Mary introduces "Water Transportation" - Martha puts up sail boat and others as Mary discusses what they are. - Video tape men come in. Mary stops discussion - children talk randomly about 6 boats being put up. All sit quietly and watch equipment being set up. - After about 5 minutes Mary continues discussion - holds up pictures of boats: sail boat, canoe, ship, row boat, submarine, freight ship (barge). - Discussion of: captain, engineer, navigator, radio operator, etc. - Duck, Story record - Mary holds book as record plays story - children very attentive. Some children are seated on floor to see book better - Mary set standards for sitting on floor correctly.

9:50 - Light blows out - Mary continues by reading to children without record. Lights come back on after a few minutes. - Song "Row Row Your Boat" with actions - other songs: "Wheels on Bus" - "Down at the Station" - Mary sends groups back to table - "males" and "females." - Problems with getting back to tables - equipment in the way - tables pulled apart.

First Small Group -

Standards for what to do not set specifically. Both groups have paste and paper, putting together a boat using a model. Both teachers give directions for what to do - very difficult due to number in each group: 9 in Mary's, 9 in Martha's. Things are going well in both groups - children following directions well. Martha holds up model each time a piece is to be pasted.

10:10 - Mary's group called over one at a time to sink to wash hands. Each gets coat after washing hands - go back to table. - Martha's group still not quite finished. Handwashing process a little hectic - all children don't come back to table when finished.

10:16 - Line up at door for outside play. Mary sets standards of "walking boots" and "zippers."

10:20 - 10:30 - Outdoor Play -

10:30 - Children back in room.

Second Small Group -

Both groups again have same activity. Small "boats" have been made from corks, toothpicks, and paper. Teachers pour water in each child's container and children place "boats" in water, blow softly to make it move.

10:50 - Mary reviews 1st large group with group still at tables - materials still on table - some children playing with them. Song "Row Row Your Boat." Handwashing process - children talking, not attentive; no reinforcement. Children do not follow standards, teachers not following up on standards they set. - Line up very hectic - not a line at all. Mary leads blessing - all not quiet.

11:00 - Lunch

11:20 - First few children return to room running. Children directed to get coats and go home. This process totally unorganized.

I sat down with staff to go over suggestions for A.M. Delayed other suggestions until end of day.

P.M. Session

Children began arriving around 12:15. By 12:20 nine children are present. - Books, clay, crayons and dittos are put out. Mary leaves room - Martha talking to individual children about what they are doing. - Only 9 children present for the P.M. session.

12:53 - Children return from lunch, line up, go to bathroom. - Martha puts children's names on tables with tape - Mary sits in large group circle - "let's sit up straight and tall" - calls children up using same procedure as morning.

Large Group -

Song "Hokey Pokey" - Review bulletin board. Used my suggestion of carrying pictures around so each child can see; also set standards more specifically for listening to story record. - No problems with transition back to tables.

1:20 - Small Group activities same as morning. Both teachers again followed through on suggestion of setting standards: hands in laps, leave paper on table, etc. - Children at both tables bring pictures over for me to see.

1:40 - Selected Free Choice -

Only material offered - Color Bingo.

1:42 - Students from Mercer University come to take children outside (Students come for 30 minutes each day.

2:10 - Children return to room - get water.

Second Small Group -

Children in both groups make "sail boats" which deviates from morning activity. Children thoroughly blowing "boat" around in their individual "ponds."

2:30 - Preparation for film. Children up moving around, tumbling in floor - Mary gets attention: "O.K., I want to see you sitting up nicely." Children attend to film. Mary explains what each picture is about: different kinds of ships. - Mary leads children in "Transportation Songs" after film. - Record "Taxi Song."

2:45 - Children back to tables. Teachers give out day's products to carry home - children get coats.

3:00 - Dismissal

C. EVALUATION WITH STAFF:

Evaluation with staff took place from 3:00 to 3:30. See section D. of this report.

D. RECOMMENDATIONS:

1. No children's products up - leave products up for 2 or 3 days, then let children take them home.

2. Transitions are a little chaotic. Specific standards need to be set. More reinforcement needed for those children doing well.

3. Don't wait to begin large group.

4. Don't forget about new child. Reinforce her 100% for everything she does correctly. Demonstrate new materials, individualize small groups.

5. Be sure to set standards for raising hands, taking turns to answer, etc. during large group.

6. John interrupts teachers a lot. Set standards for when it is appropriate to talk and when it's time to listen.

7. Use gimmicks to get children's attention before demonstrating use of materials, setting standards, etc.

8. Be sure there is always a buffer planned (ie. after blowing on sailboats to make them move, there was nothing else to do).

9. Go back through Mini-Monster and make sure you have worked on preliminary skills necessary to learning the alphabet. (Pg. 31, #6,7, and 8).

10. Be sure large group is structured so that it can meet the needs of all 3 groups of children.

11. Introduce an independent 4th choice into Selected Free Choice time.

12. Be sure there is variety from day to day in large and small group activities. Objectives should be taken from each of the 5 categories in the Mini-Monster during a week's time period.

13. Lengthen small group time to 20 minutes.

14. Too much attention is being focused on Victor when he is not behaving appropriately.

15. Be sure to set standards for Rosalind and follow through with what yo say; she's getting away with too much misbehavior.

16. Only one small group needs to be a large group follow up.

17. Remove teaching materials from walls that are not currently being fo cused on for skill development.

18. All displays on walls should be on the children's eye level.

Very pleased with:

1. Good large group content.
2. Good unit related bulletin board.
3. Good small group activities as follow up to large group (see # 16).
4. Good use of materials in small groups.

BRUCE - WILLIAMS

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-21-1972
TIME: 8.25 a.m.
SCHOOL: Bruce (3660 Houston Avenue)
PRINCIPAL: Mr. Claxton Walker
LOCATION: Macon, Georgia
STAFF: Mrs. Helen Williams - Lead Teacher
Mrs. Delia McCard - Assistant
Mrs. Hilda N. Ragan - Assistant
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
    a) answer questions staff has
    b) give constructive comments on specific trouble spots
    c) give positive comments on specific situations that are appropriate

ARRIVAL:
Jerry Bauch and I went into the office and was greeted by Mr. Walker - he showed us to the classroom - seemed to be somewhat of a shy man.

CLASSROOM OBSERVATION

A. GENERAL COMMENTS

Chairs are in large group area - tables to the side - ditto picture of tree with crayon at tables - pasted pictures of people along wall (from ALL ABOUT ME) - plants on book shelf - butcher paper hanging from chalk board with pictures of plants on it - Helen had block plan and lesson plan. Block plan wasn't too complete - her daily lesson plan was a littl confusing and repetitious. It looked like the block plan in form........ going from left to right.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

Schedule posted:

8.30 -	Arrival		
8.30 - 8.45	Greeting	10.00 - 10.30	Outdoor
8.45 - 9.00	Restroom	10.30 - 10.40	Restroom
9.00 - 9.30	Large Group	10.40 - 11.10	2nd Large Group
9.30 - 9.45	1st Small Group	11.10 - 11.30	Lunch
9.45 - 10.00	2nd Small Group	11.30 -	Dismissal

8.35 - Children come in and sit at large group area - they are instructe to take chairs to tables where they color the tree picture.

9.00 - Children are randomly called to L.G. - "Bring your chair to circle._ Some are called by name.

9.03 - Beginning of L.G. "Everybody sit up big and tall - wake up singing voices...." - "I'm so Glad I Came to School...." - "Where Is Mary" - (One assistant is attending to clerical work - one is with L.G.) - absence of reinforcement to children replying to singing. Children are yelling instead of using "singing voices."

9.08 - Ragan is reinforcing children some now - Williams stated at first that "if you sing out you'll get to ring the bell" - children ring bell as it is passed.

9.10 - " 5 Speckled Frogs" - 5 children acted it out (song was said - not sung).

9.15 - Williams goes behind group to get her treasure box (box has no lid) [McCard now joins large group and sits behind her children - she immediately starts reinforcing children] - Williams uses flannel board to show children 4 parts of plants - then discusses what each part of the plant does....."How many parts of the plant - Janet show me the numeral 4"..... she could do it and when she went back to her chair she did not receive any reinforcement.

9.22 - Williams starts talking about shapes - asks children to recognize shapes upon the wall and then asks children to walk that shape! Some of the children could do it ......some of the children are getting confused.

9.25 - Ragan plays a record (still L.G.) - about position - children are standing (involves left and right side of body).

9.30 - "Everyone in Mrs. McCard's table - let's see how well you can return to your table."

9.32 - First small group (focused in on Ragan) - set standards for listening (no lid on treasure box) - She puts treasure box on table - puts 2 trays on table - then pours beads in trays (makes a rather distracting noise) - has children to follow her - find one blue one - children do so, then some get anxious and start to grab - next one green one - (I have not seen her lesson plans yet and am not sure of her objectives) - slight trouble with control of material "We're waiting on _____ before we go on." Children are required to be able to recognize blue, yellow, green, red, orange, plus do a design like the teachers.' Some children having trouble following directions - "Put your thinking caps on - you haven't got your looking glasses on...." etc. - Ragan then asks a child what color would he like to put on.

9.47 - Williams' group starts singing "Clean up Time." Ragan's group takes beads off string and put back in trays.

9.48 - Williams asks children what time it is - "S.F.C." - She tells them what is where and the children begin to scatter. No standards were set - housekeeping corner, pounding benches, floor blocks.

10.00 - McCard begins singing "Clean up" song - other teachers pick up cue.

10.06 - Outdoor time -

10.42 - Come in from outdoors - bathroom/water - chairs are in large group area for children to sit in.

10.45 - 2nd large group. "Now is the time for the big game - what did we do this morning....." - good review of whole day, especially first large group on plants - "Jr. what does the leaf do" - (he didn't know but was reinforced for a good try) - good that Williams called on himm when he started paying attention - reviewed walking of shapes - they are uncertain - I question the sequence that preceeded this invisible reproduction.

11.00 - 2nd large group still introduction of a picture of community helpers (paper boy, groceryman, fireman, postman) to see if children could identify them - when groceryman was shown Williams asked children what might be in his bag - discussion of the role of each person.

11.03 - "Sad part - GOOD BYE SONG - first wake up your singing voices."

11.05 - Wash hands for lunch - this is staggered, while some are washing hands others are in large group (this is kind of a lag - children are having to wait).

11.09 - Getting ready for lunch - brief review of what you do at lunch time during lunch the children were reminded to keep eating (they were rushed through lunch) - little to no exchange between the children and teachers.

11.30 - Children lined up from lunch to go home.

Afternoon session.(12 children present - 4 absent).

11.45 - Children start arriving - team is planning next day.

11.55 - Children start coloring tree.

12.23 - Wash hands for lunch.

12.26 - After washing hands children returned to chairs in L.G. - then Delia took them to the lunch room - Williams and Ragan remain in room for a few remaining details.

1.00 - Returned from lunch.

1.05 - Restroom.

1.07 - First large group. - "I'm So Glad I Came to School Today" - "Sing out if you want to....." (children reply "ring the bell") - "Where Is Mary" - "5 Speckled Frogs" [Format same as morning]. - Plant - flannel board - 4 parts.

1.28 - Still L.G. - talking about position record - review first of "Where is your right hand" -

1.32 - First small group (focused in on Williams). - Peg boards - pegs and design sheets - good control of material and introduction. [Ragan put her beads in plastic bags for children - I had a chance to briefly discuss her a.m. activity with her and that it might be easier to control material and activity if children had their own individual baggie - she really followed through with my suggestion!]

1.40 - Williams is really working well with children - moving around, reinforcing - children are following directions and were able to do first design - a second pattern is brought out after first design sheet has been collected - children still aren't sure of left and right.

1.45 - Debra completed successfully her 2nd design - this motivated another boy - he said that he could do it, too!

1.47 - Collecting material - one child briefly sang clean-up song - other groups are cleaning up, too.

1.48 - Selected free choice - same procedure as a.m. group - the housekeeping corner is "outa sight" - the kids are having barrels of fun - especially the girls - dressing up with dresses, stockings, hose, pocketbooks, shoes.

2.00 - Clean up song.

2.05 - Children come to circle - line up to go outside.

2.30 - Came in from outside - restroom.

2.40 - 2nd L.G. - review of day - same as a.m. session.

3.00 - Wake up singing voices - going home song.

C. EVALUATION WITH THE STAFF
Jerry Bauch sat in during evaluation session. The team evaluated their day first. It was brief and omitted obvious problems - suggestion of regrouping children by all teachers.
Began input with positive note - 2nd large group good review and recall of day. Discussed day's schedule by handing Helen a possible revised schedule that's in keeping with DARCEE - this schedule cut down on the length of large group and included 3 small groups (one being s.f.c.). Opportunities for positive reinforcement in large and small group were sited. Physical appearance of room should not indicate more than one unit going on - brief discussion of sequencing of units (time allotments and breaks in between units). Use of lesson plans - should show variety (balanced curriculum) - looked over "Mini-Monster." Purpose of planning BLOCK PLAN as a team - again, balanced and non-conflicting activities and activities that supported large group and unit - units planned as a team (what portions to use from resource unit). Importance of content of L.G. following unit and keeping within the realm of "just manageable difficulty" of total group - leaving in depth skill develop-

ment to small group activities. Setting of standards for s.f.c. in order to prevent disorder. Reserve new ideas for first L.G. and not 2nd - and not to spoil a material or idea that could be used with a unit by presenting it out of context. Since children are now eager to participate in singing - teach them the difference between yelling and singing. Need for chairs to be at tables and not in L.G. area when children first come in and have children to return chairs at end of day to small group tables. Dismissal will be more orderly if it is controlled in this manner (having children to be dismissed from small group). Relatively overall good restraint of negative comments. [Jerry Bauch was very supportive of suggestions.]

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. See if day's schedule does not violate DARCEE model
2. Room environment - does it represent one unit
3. Use of positive reinforcement - especially in L.G.
4. Units - how has team planned and organized for them
5. Do small group activities follow up on unit
6. Does BLOCK PLAN show team planning and follow through
7. Do individual lesson plans support BLOCK PLAN
8. Are standards set for selected free choice
9. Content of L.G. - following unit and not too lengthy nor elaborate and meet the needs of total group (geared for total group)
10. Control of physical setting - chairs brought to L.G. by children and not already in L.G. when children arrive - children return chairs to small group tables at end of day
11. Is dismissal handled orderly and systematically
12. Is team evaluation a "real" evaluation or just "going through the motions"

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 9, 1972
School: Bruce
Staff: L.T. Helen Williams
A.T. Delia McCard
A.T. Hilda Regan

City: Macon, Georgia
Principal: Mr. Walker

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1 X	+1	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2	-1 X	+1	+2	

What, if anything, did you as trainer see that pleased you?

Lesson plans - cooperativeness between team members.

What, if anything, did you as trainer see that disturbed you?

S.F.C. listed as first thing on schedule - obvious repetition of same things happening every day.

What were the skill objectives and attitude objectives listed for today?
Helen Williams - Large Group -
1. The children will be able to sing and count to one.
2. The children will be able to say and dramatize nursery rhymes.
3. The children will be able to follow directions.

No attitude objectives listed =

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 9, 1972
TIME: 12.45
SCHOOL: Bruce
PRINCIPAL: Mr. Walker
LOCATION: Macon, Georgia
STAFF: Helen Williams - Lead Teacher
Delia McCard - Assistant Teacher
Hilda N. Ragan - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe afternoon session and provide feedback based on observation.
2. To get feedback on Manuals.
3. To follow up on recommendations made to staff by trainer on last observation feedback visit.

ARRIVAL:

Arrived 12.45 - left luggage in office. Mr. Walker was on phone so I left message for him with a student.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Entered room - room empty except for Helen - other assistants with children in lunchroom. Talked briefly with Helen about lesson plans. She showed me hers as well as block plan. The lesson plans were in a notebook objectives were written behaviorally - activity was not spelled out in detail - material to be used was included at the end of objectives - Example of one plan: 1st Large Group - Objectives:

1. The children will be able to sing and count one to one -
2. The children will be able to say and dramatize nursery rhymes -
3. Commands given by the teacher, the children will be able to follow directions.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

1.10 - Children enter room as bell rings - sit in large group circle - Helen leads "Where is Mary" song - Hilda is sitting on table behind group - Delia walking around behind group - eventually sits on table behind her group. - After song Helen asks "Who gets to ring the bell?" Hilda answers "everyone except ________"(?) - Hilda passes bell around, everyone rings it except one girl. Evidently children who sing their names ring the bell. - Song "10 Little Indians" - a child stands up each time a number is called - first ten children on each end of circle stand - then sit down. - Position game - chair is set in middle of circle - Helen gets out construction paper shapes of different colors - each child is given directions for placing shapes at various places in relation to the chair. All are successful except one child who is told to "put the yellow circle on the right side of the chair on the floor" - child put shape on left side from where he was standing - given another chance - puts it on the other side - reinforced by all teachers "good!" - Dramatization "Little Red Riding Hood" with props - children who don't have a speaking part get to be a tree standing in the forest - Helen has adapted the story to involve more children - there is not only a wolf, but a fox as well - children have memorized every word in preparation for a video tape that will be done of this skit for the PTA and will be shown on T.V. also. Children do a very good job of dramatizing the story! It reminds me of a junior high school play rehearsal. All three teachers enthusiastically reinforce the children after the story is ended. - Record - Directions for touching parts of the body - children come automatically to center of circle to form 2 straight lines when Helen announces "Our position song." - Helen reinforces group for following directions well.

First Small Group -

Children directed back to their tables by groups - Helen has 5 children - Hilda has 5 and Delia has 8 children.

Materials used: Helen - Pegs & design sheets - advanced
Hilda - Puzzles (very specific standards set)
Delia - Crayons & paper - dittos

Helen moving around on floor on knees giving individual children help when needed - Hilda doing likewise - Delia not interacting much with her group - has not gotten up since activity began.

1.45 - Clean up time - Helen only one singing - clean up at each table orderly - Helen talking incidentally about right and left hands during clean up at her table.

1.50 - Second Small Group -

Helen introduces activity by telling children they will make 4 statements about each of these objects in the sack." Demonstration of how this is to be done by Helen - first child chooses a bell and I quote her words exactly: "This a bell, it's gold, it's hard, and it rings." - Every child in the group does as well with each item - Items are bell, purse, box, tape, red ball, red block, a paper cup - plastic paste jar. Children are describing objects by color, shape, size, function, and where you find it. Good activity! - Delia is moving around at her table - she has pegs and pegboards - some children have design sheets - some do not. Hilda is using color lotto - hear lots of reinforcement from Hilda - most is very general, however. (Ex. "good!" - "nice," etc.)

2.00 - Good ending of activity by Helen - praise for each child - "all very smart" - asked children what objects they described, etc. - Helen's group sings "Clean up Time."

2.03 - Children called by Helen to come over to rack to get coats - line up for outside play - Helen sets standards concerning use of swing (6 children swing first - get off when teacher says - next 6 swing and so forth).

2.30 - Return to room - get water - come to large group - Helen "What did we do today?" - Several children answer. Helen "I'm calling on boys and girls who are silent." - Review of what was done in small groups - one child says "I followed standards!" - Another child says "We followed patterns" - another "We dramatized." - Children who didn't get a chance to "do positions" get a turn now - each child names the color first, then Helen gives directions for where to place shapes - Helen responds to most children with "That's a nice little sentence!" - One child has trouble with "behind the chair" - Helen repeats directions - child places circle "under" another shape - Helen changes label "behind" - uses "in back of the chair." Child is successful. Everyone claps.

2.50 - Color song - everyone has a construction paper shape - different colors - some children sing along with record. - Helen announces "sad time" of day - time to go home. One child wants to stay here - "Good Bye song" - Helen passes out pictures along with a letter to parents - holds up each picture - children name person in picture - Delia tells group why everyone didn't get a picture (children absent - will take more in spring). - Children get wraps - line up at door - go home.

C. EVALUATION WITH STAFF

The staff briefly evaluated their day individually - they discussed a few individual children - mostly general comments about their activities were also discussed.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

(Check to see if the following recommendations made to the staff are being carried out).

1. There needs to be a break between the two small group activities - stand up - stretch.

2. Some terminology in talking with children is a little "above their heads" - (did not mention this because children seemed to understand directions given, but am still bothered by this - some examples were "you followed standards" - "you participated well").

3. Be sure to say things in different ways when a child does not seem to understand directions.

4. Activities should be different from day to day - small and large groups

5. D.A.'s are role models during large group - sitting on tables and walking around behind the children - policing - is not appropriate modeling.

6. To Hilda - be consistent with handling disruptive behavior with child in morning group - reset standards - remove materials - remove from group - reinforce other children - remove from room - (Hilda has been having problems with a child in the mornings - child being very disruptive).

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Tuesday, February 20, 1973
School: Bruce
Staff: L.T. Helen Williams
A.T. Delia McCard
A.T. Hilda Pagan

City: Macon, Georgia
Principal: Mr. Walker

Trainer Submitting Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	X +1	+2	
5. Teacher Preparation	-2	-1	+1	+2 X	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1 X	+1	+2	
10. Reinforcement & Behavior Management	-2	-1	X +1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
- 1. Appropriate schedule
  2. Children are grouped but I couldn't detect any academic or social differences among groups.

What, if anything, did you as trainer see that disturbed you?
- See recommendations---------!

What were the skill objectives and attitude objectives listed for today?
- See content of report.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, February 20, 1973
SCHOOL: Bruce
PRINCIPAL: Mr. Walker
LOCATION: Macon, Georgia
STAFF: Helen Williams - Lead Teacher
Delia McCard - Assistant Teacher
Hilda Ragan - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe day's activities, looking for the degree of implementation of the DARCEE essentials.
2. Observe day's activities and ask questions related to items presented during last inservice (if suggestions are being implemented).
3. Give staff feedback based on objective 1 and 2.

ARRIVAL:

I arrived approximately 8:15 and spoke briefly with Mr. Walker. He said the staff was expecting me. I went directly to the classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Helen and Hilda were present when I arrived. Delia arrived immediately after I did. Helen immediately brought out the newspaper clippings of their latest publicity (PTA program having been video taped) and all the props. Then she handed me a list of Down Time Activities which are being used for arrival time.

Down Time Activities - 8:30 - 8:50 -

1. Ringing the doughnut (counting, set-numeral, set recognize).
2. Color Domino - (shapes, color, number).
3. Puzzles (games bought for down time).
4. Heavy Heavy Hangs Over Your Head (guessing and describing game).
5. Review work (Previous Unit Ditto Sheets).
6. Color and Shape (games bought for down time).
7. Mother Wants to Know (conversation game using what, where, when, who).
8. Match and Do (game) MAD

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

8:30 - Down Time -

Nine children have arrived. Helen selects two children to be team captains. The two captains of the blue birds and red birds choose teams. The group sits in chairs in large group circle and each team member tries to ring the donut (similar to horse shoes).

8:45 - Bathroom for group.

8:50 - Children return from bathroom to large group circle.

First Large Group Activity -

No standards set prior to starting - "Today is Tuesday" - "Where is Mary" - Hilda is sitting behind children. Delia is doing paperwork at the desk. All children participate singing song. - One child counts five children; another child shows (points) the numeral 5. - Discusses pets - children volunteer to point to a picture and tell its name. Then Helen asks the children what sound the pet starts with. In this case F. Then a child dramatizes F. Snake (s). This process is followed through for dog - d, frog - f. - One child dramatized T,F,P,P,H,S,E,Z,Y,M,U,K,A,V,O,I,J,G,N,O,W. - Helen says a sentence "I see you" - child points to those letters with yardstick (over observation window). This process repeated several times One child has difficulty pointing out P.T.A. - Introduced Sally, the weathergirl. Children raise hand to vote on color dress to put on Sally. Some children did not understand, so they voted on all three colors. Neither A.T. performing role effectively - sort of passively sitting with arms folded. Children involved (verbally) in dressing Sally; no one is asked to come up and actually help dress Sally. Individual children are asked to come, remove an article of clothing, label it, and sit down. - Played a record "What are you Wearing" - Children have some difficulty distinguishing between shirt and blouse. Both assistants participated during record. Group is reinforced for participating.

9:18 - Transition to small group tables.

First Small Group Activities -

Delia - 6 children - color bingo - matching color and shape
Hilda - 4 children - color lotto - matching colors
Helen - 6 children - pegboards and design sheets - design reproduction using paper model.

Location of small groups

The location of small groups could be better - Helen and Hilda's groups are too close together. Helen's group could easily be moved in front of observation booth - neither teacher has moved during activity to give individual attention (9:26). - Delia lets a child be the caller for the color/shape bingo game. - Color lotto - all cards are identical - each color is in same position. - Children aren't prepared before Helen sings clean-up time. All groups put materials away even though bingo game, color lotto and some children are in the middle of completing a pegboard design. - Delia does a stretching exercise with her group; other teachers follow. Helen's exercise takes the form of dramatizing the alphabet again.

9:35 - Second Small Group Activities -

Helen - using concrete objects - child chooses an object, describes in 4 complete sentences. Activity at table.

Hilda - using pictures. I can't hear her or tell what she's doing with the material.

Delia - using teacher made material - fishing game with alphabet - children are asked to identify alphabets. On floor beside table.

9:50 - End of 2nd small group. Again clean up time is sung - children haven't been prepared for close of activity. Materials are efficiently put away. - Children line up to go to bathroom.

9:55 - Free Choice -

Choices and locations are announced by Helen. Children quickly choose.

Pounding benches	on top Helen's table	7 children

after activity begins, Helen moves activity to floor -

Puzzles	Hilda's table	4 children
Housekeeping center (dress up)	by Delia's table	5 children

No one changes activities during S.F.C. period.

*Suggest a fourth choice be introduced - unattended.

No children's products are displayed. Apple tree chart still on wall. Did not see being used.

10:17 - Clean up time is sung. - Housekeeping corner cleans up quickly; pounding benches are quickly gathered; takes a few more minutes with puzzles.

10:20 - Children get sweaters and jackets and come back to small group tables.

10:22 - Group leaves room for outdoor play.

10:45 - Return from playground.

10:50 - Second Large Group -

Recall of day - Dramatize letters again! - Action record - fly like a bird, sitting in chair.

Schedule posted:

A.M. 8:30 - Arrival
8:30 - 8:50 Greeting - Downtime
8:50 - 9:10 1st Large Group
9:10 - 9:30 1st Small Group
9:30 - 9:50 2nd Small Group
9:50 - 10:00 PR & W
10:00 - 10:20 Free Choice
10:20 - 10:50 Play
10:50 - 11:00 2nd Large Group
11:00 - 11:30 Lunch
11:30 - Dismissal

P.M. 12:00 - Arrival
12:00 - 12:20 Greeting - Downtime
12:20 - 12:30 PR & W
12:30 - 1:00 Lunch
1:00 - 1:20 1st Large Group
1:20 - 1:40 1st Small Group
1:40 - 2:00 2nd Small Group
2:00 - 2:30 Play & PR
2:30 - 2:50 Free Choice
2:50 - 3:00 2nd Large Group
3:00 - Dismissal

Block Plans (Jan. 15)

Large Group	1st Small Group	2nd Small Group
Singing Counting 1 - 1 Practice for PTA	Describing objects in 4 statements Size and colors of pets Parquetry blocks - designs	Counting and identifying numbers - cubical blocks Fractions 1 1/2 1/4 Letters A - H
Singing Counting 1 - 1 Helpers - Music practice	Fractions 1 1/2 1/4 F.B. clock - 1/2 hour Marking X on objects	Coloring comm. helpers " " " " " "

Large Group	1st Small Group-	2nd Small Group
Singing Counting 1 - 1 Practice	Letters (game) Matching 2 digit numerals Stringing beads on teacher directions	Story " "
Singing Counting 1 - 1 Food/homes for pets	Counting 1 - 10 pegs, peg boards, design sheets Puzzles Describing objects 2 - 3 objects	Marking X on objects F.B. Shape game Puzzles
Recall week's activities	Film strip	Color pet stencils " " " " " "
Jan. 22 - Monday - Staff Dev. Day		
Singing Counting 1 - 1 Practice PTA Safety at school	Matching set - numerals/ colors Counting - match and identify numerals Puzzles	Story " "
Singing Counting 1 - 1 Practice for PTA	Shape game Counting 1 - 10 pegs Letters F,B	Abstract concepts? Letters F,B. Picture read
Singing Counting 1 - 1 Practice PTA Safety on playground	Letters (game) Matching sets - 1 color numeral Counting 1 - 1 to 5	Verbal directions in order Shape bingo Shape lotto
Recall week's activities	Film strip	Color within lines Stencils
Feb. 19		
Singing Counting 1 - 1 Recall community H. Music	Match hand on clock - hour - half hour Parquetry blocks/designs Counting cubical blocks	Story " "

Large Group	1st Small Group	2nd Small Group
Singing Counting 1 - 1 Sally - weather girl Recall pets/ dramatize letters/ Music	Counting - pegs & designs Bingo game Color lotto	Describing objects in 4 statements Fish game - alphabet Picture reading - pets
Singing Counting 1 - 1 Recall All About Me Safety at school Music	Fractions 1 - 1/2 - pegs, boards, designs parquetry/designs	People, size, color Marking X on objects Identify narrow, thin, etc.
Singing Counting 1 - 1 Abstract concepts/ the mirror music	Paper colloge Match clocks Follow simple pattern beads	Follow verbal directions F.B. Picture reading Letters A - G
Recall week's activities Music	Film strip Safety at school on playground	Color pet stencil " "

Checked Lesson Plans:

Helen Sept. 26 - Oct. 6
Oct. 9 - Oct. 12
Oct. 13 - Field trip
Oct. 16 - Holiday
Oct. 17 - Same as Oct. 10
Oct. 18 - No plans
Oct. 19 - Clock used
Oct. 20 -
Oct. 23 - Count 1 - 1 to 10
Oct. 24 - Match clocks
Oct. 25 - Count 1 - 15 - identify numbers
Oct. 26 - Numeral/set match
Oct. 27 - 3 statements/reproduce numerals 0 - 10
Oct. 30 -
Oct. 31 -
Nov. 2 - Mark X on objects
Nov. 3 - Match A - J
Nov. 6 -
Nov. 7 - Count 1 - 1 to fifteen
Nov. 8 - Clocks
Nov. 9 - Describe in 4 statements
Nov. 10 - Clocks

Objectives for Today:

Helen

Large Group - Child will be able to: choose clothes according to weather -
Recall pets -
Demonstrate/dramatize letters -

1st. - Count 1 - 1 to 10 using pegs -

2nd. - Choose object from many/describe in 4 statements -

2nd Large Group - Recall day -

Hilda

1st. - Match, recognize, identify colors -

2nd. - Children will be able to discuss pictures -
Interpret pictures and tell a story -

Delia

1st. - Match, recognize colors/shapes -

2nd. - Identify letters (A - L).

C. EVALUATION WITH STAFF:

See section D. of this report.

D. RECOMMENDATIONS:

1. Recommended that the "growing bulletin board" concept be used with next unit. (Bulletin board up now on pets did not follow those guidelines).

2. Recommended that Helen and staff reevaluate their use of the Mini-Monster and analyze the conflict observed today with skill sequence. Large group focused on recognizing, identifying, and dramatizing the letters (26) of the alphabet while two of the first small groups focused on matching colors (color lotto) and matching and recognizing shapes and colors (color/shape bingo).

3. Recommended apple tree motivation chart be taken down if not used. Helen said it was not being used and was up only because children like to see their names up on the wall.

4. Recommended the letters be put on children's eye level if used at all. Reminded Helen the same recommendation had been made last year.

5. Recommended Helen be more careful to provide variety in skill development, activities and materials in large group. (Block plans for past three weeks indicated same skills, activities, and materials used in large group).

6. Suggested an increase in positive reinforcement for task-related behavior.

7. Suggested a fourth choice be introduced in selected free choice and this choice be unattended.

8. Recommended an attempt be made to focus on a greater variety of skills and skill levels in small group activities - see samples of skills listed dated back to Sept. 1972.

BURDELL SMITH

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-20-1972
TIME: 8.00
SCHOOL: Burdell (972 Fort Hill Street)
PRINCIPAL: Mr. Hughes
LOCATION: Macon, Georgia
STAFF: Mrs. Constance Smith - Lead Teacher
Mrs. Thelma Hill - Assistant
Mrs. Nan Marney - Assistant
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
   a) answer questions staff has
   b) give constructive comments on specific trouble spots
   c) give positive comments on specific situations that are appropriate

ARRIVAL:
Met Mr. Hughes - he had a student show me to the pre-school.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -

Connie Smith was in her room - the classroom was divided into 5 distinct areas for children - 2 large tables, 3 small tables. Connie said that they hadn't started a unit yet - attendance has been stable since beginning - they are working on color - then will do shapes and then unit!

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.35 - Children start arriving - Thelma moves one of the tables back against wall and put record player on it. Two small tables pushed together - now 3 small group areas are evident.

8.40 - Nan M. comes in - children are at their tables - sitting - little interaction between teachers and children - Nan came into the booth and talked with me - a mother is in the booth with me who wants to learn more about the program so she can help out at home.

8.50 - Nan returns to classroom - children are still sitting and waiting.

8.53 - Connie is checking on attendance.

8.55 - Nan - "I've got my looking glasses on - get ready to go to the bathroom....all females get in a straight line - all males get......." "Put on Wednesday zippers and Wednesday walking boots."
Connie is involved with clerical work - collecting lunch money, attendance

9.00 - Nan is reinforcing few returning girls for how well they went to the bathroom.

9.01 - Connie "Boys and girls put on your special Wednesday looking_______" (children fill in blank) - standards are set in this way - boys and girls are referred to as male and female - she reinforces those for remembering standards and coming to large group - "all the females come to large group" "all the males come to large group" - an indescriminate "very good" is dropped here and there and then specific names are called.

9.05 - "Put on thinking caps....." etc. Connie is starting L.G. wake up singing voices.

9.06 - "Mr. Yellow Bird" - Connie and both assistants reinforce. Special attention is paid me and an explanation of my presence - "What is this?" - treasure box - "Today's surprise is fruits" - pictures of fruits - children are able to randomly name fruits.

9.15 - Special looking glasses for this fruit - children weren't able to determine grapefruit from picture - pictures are lined up against wall after presented - some of Nan's reinforcement has a tendency to draw attention away from Connie.

9.20 - Connie brings out a real plum (came from Nan) - Nan tells children that when they go outside they'll all have a taste.

9.22 - Connie holds up artificial fruit and passes them out - then she passes out pictures of fruit - now everybody has something - Connie calls out a name of the fruit and child brings her the picture or artificial fruit she calls out and child gives name of fruit back to Connie.

9.29 - "Everybody stand up - stretch up and down to floor and to side" - Bus song while children stand.

9.31 - Remind generally how to take chairs back to tables - all females first - males 2nd (this caused slight problem with some children handling their chairs properly.

9.33 - 1st Small Group - focused on Thelma - good setting of behavioral standards - "we're going to color a fruit...." - T. described shape and taste of fruit - children guessed it was a lemon - she then set standards for use of material before passing out material - good!

9.36 - Thelma shows by doing it herself and verbally reminds children to stay inside of the line and then individually reinforces each child for specifically following directions - (all groups are doing the same thing) - Thelma moves around the table to the children and leans over them!

9.42 - Now focusing in on Nan's first small group. Nan is moving around to each child - she is at their eye level because she's on her knees - children are finishing up - she is putting their names on their papers.

9.45 - Thelma is doing the coloring for one little girl - (didn't catch what caused her to do this) - children are reinforced for sitting up big and tall - crayons are collected by boy.

9.47 - Thelma - "We're going to practice making X's" (Connie told me that they were going to do this today because of the testing) - [1st small group didn't follow block plan which was pegs and boards] - some children are getting a little confused with making an X.

9.55 - Nan is explaining top and bottom line and how you draw from the top line to the bottom line. - Activity at 3 tables is being brought to a close. - THUMPKIN is being sung at Thelma's table......more children are standing and some are sitting - she gets them all to stand. Thelma and Nan's group start singing in unison briefly.

10.00 - Children are lining up for outdoor (evidently the making X's was the s.f.c.).

10.30 - Came in from outdoor - bathroom and washed hands for lunch.

10.45 - lunch - good use was made with the peach and cherry salad at lunch connecting it with 1st large group.

11.20 - Back in room - "listen and do" record - good activity record - children are standing up - some of the things the record has the children do: make yourself tall, make yourself short, walk forward, walk backward, spread your legs apart - "Show Me" record - "Show me the window, door, ceiling...." etc. Both records are excellent for motivating and requiring children to listen and do what record says.

11.30 - Children return to their seats - Connie asks which ones walk home by themselves.....dismissal in process.

11.35 - The ones that haven't gone home yet are called over to one table and books are passed out for children to look at.

Afternoon session.

11.50 - Children start arriving - they have books to look at.

12.07 - Attendance is taken.

12.09 - Children line up to go to the bathroom (Thelma takes children to bathroom - Nan follows).

12.15 - "All the males come to large group......Michael, all boys are called males" - "All girls are females, I'm so glad that all the females were able to wait.....all females come to large group." [content same as morning] - introduction of "Mr. Yellow Bird" - Connie moves picture of Mr. Yellow Bird to eye level before singing it - [we had a chance to briefly evaluate between sessions].

12.44 - Passed real plum around so all the children could feel it - everybody stand up straight and tall - BUS SONG.

12.45 - Wash hands for lunch.

1.15 - Return from lunch [during lunch the teachers were to stagger their breaks - Thelma and Nan went first - Connie brought children back from lunch - I went and reminded Thelma and Nan that it was time for first small group].

1.20 - First small group - focused in on Connie's group [same activity as A.M. group] - good control of material, setting standards and reinforcing during activity. [Nothing particularly wrong with procedure in A.M. and P.M. sessions - it's the length of time - content - sequence - compatability of activities that needs clearing up].

12.29 - Thelma's group is finishing up (the activity actually took at the most 10 min.) - The other groups are finishing up, too.

1.35 - Making X's - practice as the morning group for recording answers for the TABS.

1.40 - Connie decides that there is enough time for s.f.c. in contrast to how the morning went. - s.f.c. - assorting blocks, color chips, blocks in bag - "All males walk to where you want to play - females walk to where you want to play" - children are pretty well dispersed (didn't hear any teacher set std. for use of material).

1.45 - Connie tells me that she's going to break for 5 min. - children are doing beautifully - they are an extremely sociable group. There are 6 distinct groups the children divided themselves into during s.f.c.

1.55 - Some of the children are speaking out that it is clean-up time - slight lose of control as far as proper use if material and sharing.

1.58 - Thelma starts clean up song - then says to class "leave your blocks on the floor when it's clean up time."

1.59 - Connie returns - children return to table - then one or two children along with chairs clean up! However, this moves smoothly.

2.40 - Came in from outdoors - bathroom.

2.50 - Records - activity - like morning session.

3.00 - End of day.

C. EVALUATION WITH STAFF

There was one structured small group scheduled and one selected free choice period - all small and large groups had too much time allotted to them.

The morning session was briefly evaluated by the team, before the afternoon session began - my comments were added at the end of their evaluation.

Connie started with L.G. and went through the morning. Team felt good about L.G. singing and following standards - need to work on "Bus" song. Children attended well and participated. In coming to L.G. children don't know front legs from back legs of their chair as far as which to place on the line. First small group - Thelma said that children were caught by surprise when selected free choice was used differently. Team was pleased with how well children could color. (All teachers have good knowledge of control of material - setting standards, introducing activity and closing activity....... attitude development such as sharing is being incorporated in activities) —Children doing good job of lining up for outdoor play - lunch - and acting properly in lunch room. Made use of pears and cherries relating to L.G.

I asked about their grouping - they haven't yet because of unstable enrollment nor have they started on any units. Misconception of "Mini-Monster"......team thought they were to take one item at a time (such as going through color first before shapes and doing these before starting in on any units). This was clarified at great length. Scheduling was discussed - I gave team a suggested schedule with appropriate periods of time for large and small groups and appropriate number of small groups. The children need something to do when they come in before the day's instruction begins. Individual lesson plans need to be written. Coordination of reinforcement in large group needs to be worked on. Reinforcement wording should have more variety rather than saying exactly the same thing to each child. In planning small group activities, allow for balance and variety and buffers. One unique gimmick - putting mark on right hand after washing hands for lunch to help reinforce difference between left and right. Be sure to be more specific about directions for selected free choice and setting of standards.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

Check on the following -

1. Regrouping of children
2. Scheduling of units

3. Sequencing of skills
4. Planning a balanced schedule (variety)
5. Day's schedule with 2 small groups and selected free choice and time allotments
6. Something for children to do when they first come in
7. Written lesson plans
8. Reinforcement being consistent and logical
9. Planned buffers
10. Setting standards for selected free choice.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 8, 1972
School: Burdell
Staff: L.T. Connie Smith
A.T. Nan Marney
A.T. Thelma Hill

City: Macon, Georgia
Principal: Mr. Hughes
Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1 X	+1	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2 X	-1	+1	+2	
5 Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2 X	-1	+1	+2	

What, if anything, did you as trainer see that pleased you?

What, if anything, did you as trainer see that disturbed you?

Conflict between assistants and lead teacher.

What were the skill objectives and attitude objectives listed for today?

Read lesson plans and wrote feedback on each. Did not have time to copy objectives.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 8, 1972
TIME: 8.20
SCHOOL: Burdell
PRINCIPAL: Mr. Hughes
LOCATION: Macon, Georgia
STAFF: Constance Smith - Lead Teacher
Thelma Hill - Assistant Teacher
Nan Marney - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To help iron out some problems that have developed between the staff.
2. To observe and give feedback based on observation.
3. To follow up on recommendations made to staff by previous trainer during last visit.
4. To collect feedback on Manuals.

ARRIVAL:

8.20 - Met Mr. Hughes in the hall and was escorted to the classroom. He informed me that Connie would be out today.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

As I entered classroom, Nan was busy cleaning tables. We chatted for about 5 minutes before Thelma arrived.

8.35 - Children enter room as bell rings. Nan and Thelma greet children warmly. Books are quickly placed on each table for children to look at. Thelma and Nan discussed with each other the strategies for the day in light of Connie's absence. - I asked to see block plans and lesson plans. Thelma handed me hers in a notebook - Nan said she gave hers to Connie because Connie asked her to. I asked Nan if Connie wrote feedback on the lesson plans (trying to get at the reason for this). Nan said that no feedback was written on the plans but that Connie filed the plans in a notebook. - Thelma said Connie asked for her plans also, but that she (Thelma) told Connie if she wanted the lesson plans they were in her treasure box and she was not going to make extra copies just for Connie to file.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.45 - Thelma asks for "listening ears" to call the roll. There are 19 children present - 7 at Thelma's table - 6 at Nan's - 6 at Connie's table (these 6 are doing well without a teacher at the table).

8.50 - Thelma announces time for bathroom - Nan excused herself and left the room. - Thelma is calling "all the males" to line up from each table - little reinforcement for children behaving appropriately - no standards set for lining up. - "Females" at each table line up parallel to boys line. Nan returns to room - talks quietly to boys in line. - Nan follows up what Thelma is saying about "quiet Wednesday walking boots" by saying "I'll bet I can't hear a thing when you go down the hall" - this was very effective with the children. Nan stayed in the room while Thelma went with the children. Nan has been constantly talking to me whenever she gets a chance. I'm finding it difficult to concentrat fully on what's going on in the classroom. One of the things Nan talked about while the children were out was the fact that Connie keeps the PLDK kit at home. There were several subtle remarks made that indicated there is very definitely a lot of undercurrent existing here. I'm very upset that Connie is not here so that I can respond to some of the comments both teachers have made so far.

Large Group -

9.05 - Nan has gotten all but 3 children up to the large group circle - even through I have been writing furiously, I could still hear Nan positively reinforcing individual children as they came up to the large group area. - Thelma sits behind the circle. Nan - "Good Morning, boys and girls." "Let's look out the window." A discussion of the weather follows. "Put on Wednesday thinking caps - wake up singing voices" - "Good Morning, Mr. Yellowbird." Thelma up now walking around reinforcing each child for singing their names. Every child sang his name well. - Discussion of "special visitor" - all children turn around to look at "special visitor" - Explanation of why Mrs. Smith is absent - children seem interested in why Connie is absent (Nan - "When you're sick you have to stay at home to get well.") - Nan using motivational techniques very effectively to get children's attention - has a little trouble with everyone yelling out answers. Nan reinforces children who "raise hands" and remember "zippers." Discussion involves name of month - special holiday. - Nan brings out treasure box Standards: "Special listening ears" -"special looking glasses" - name fruits - children do not know - guess a lot - Nan brings out cards with pictures of frui children yell out names of fruits - Nan gives characteristics of each fruit - resets standards for one particular child who constantly yells out. - Every time Nan holds up a card a rash of yelling occurs because she is asking "What is this" before she calls on a particular child to answer. - Nan goes through about 7 or 8 cards - children stand and sing "Where is Thumpkin" -

9.27 - Nan sends children back to tables by groups. Several children ask if they can sit with Nan. - Transition fairly smooth. Thelma has 10 children - Nan takes the other 9.

First Small Group -

Both teachers begin by talking quietly to children to get their attention.

Thelma -	Nan -
Story - "Brave Little Indian Boy" - children seated at table - ones on each end next to Thelma have trouble	Brings out sack of grapefruits & oranges, lemon. Each child has one to feel and talk about color - shape -

seeing - Thelma very effective, however, so that children are attending well despite seating story ended - Thelma reviews asking individual children questions about the story. - (Someone comes to door to get Thelma). - Thelma directs children to talk about story among themselves while she's gone. - Children immediately begin misbehaving. One under table, 2 fighting, others laughing loudly - Nan turns to table - reinforces children behaving appropriately.

9.45 - Thelma gone about 5 minutes now, her group very noisy. Thelma returns - children aren't telling or each other - Thelma asks for "listening ears" and "zippers." - sits at table - plays guessing game.

taste - size - texture - Nan very effective covering a lot of good concepts - Nan collects fruit - passes out dittos for children to color - Nan walking around encouraging children to stay inside lines. - Children finishing up dittos - Nan writes names on pictures.

9.47 - Nan collects papers and crayo

9.50 - Nan announces "listening ears" -

Free Choice - Both teachers get materials from storage cabinet - 3 Knock out benches - colored blocks - 1 sorting tray - Thelma interacts with 5 children at blocks - Nan is supervising children at the sorting tray - 8 children at the knock outs are independent.

Thelma leaves block area - boys immediately begin fighting - Thelma comes over - talks to boy about sharing a playing together - asks boys to "shake hand and say I'm sorry" - boys do so willingly - all is well again. Thelma initiates a group project of building a tower.

10.00 - Nan starts Clean up time song - everyone runs to tables in a hurry - nothing is cleaned up - each teacher selects 3 children from each table to clean up. Lots of children asking to help - Thelma lets children take turns picking up blocks - all materials collected after a couple of minutes.

10.05 - Preparation for outside play - children get coats and line up. - I decided to remain inside during this time. I didn't want to get into any "private conversations" with Thelma or Nan without Connie being here. - I took this time to read over the report from the last visit to this classroom. I noticed the large group content was very much the same today as it was Sept. 20, 1972. I also took this time to call Sue and Julia to inform them of Connie's absence today. This blows our strategy for the afternoon. (We have been discussing the problems of this classroom - conflicts between the teachers - during the entire trip. We decided the 3 of us would meet with Connie and her staff this afternoon after the children leave to try to work out some of the problems and misunderstandings that exist here).

10.35 - Children back inside - Thelma is in hall with children - bathroom time - wash hands - Nan hanging up coats - children line up for lunch - girls first - Thelma giving directions for lining up correctly - behind last person in line - handwashing going fairly smoothly - Nan came over to tell me that she could hardly wait to get together and talk.

10.40 - All lined up for lunch -

10.40 - 11.20 - Lunch -

11.20 - Children assembled in large group circle - "Mr. Yellowbird" song - Review of day - Nan sitting on table in large group area - Thelma walking behind circle doing more "correcting" than reinforcing - review so far has only covered large group content - Nan talks about fruits - which ones grow on vines and tre

11.30 - Activity abruptly ends - children that walk home leave first - 4 remain seated in large group area.

Afternoon session -

12.20 - Children have arrived - gone to bathroom and are assembled in large group circle - I helped Thelma move the tables out of the circle - these tables were not being used except for small group and were in the way during the large group activities. - Nan calls roll - Thelma seated in front of large group - "Good evening boys and girls" - children respond in unison - "Good evening, Mrs. Hill." - Discussion of weather - Thelma sets standards in way I suggested earlier - introduces the concept "Fruit" = gets children prepared for a surprise, and blows it all by singing "Mr. Yellowbird!" - Nan is walking behind circle, reinforcing individual children for singing - then goes into discussion of fruits. This discussion was much smoother than morning - due mostly to setting of very specific standards for responding to question.

12.45 - "Where is Thumpkin" - winds up activity - all stand and sing.

12.45 - 12.55 - Wash hands for lunch -

1.00 - 1.25 - Lunch -

1.25 - Children return to room - assemble in large group area - Nan and Thelma assemble tables so that they are on opposite sides of the room - children are called one at a time to each table. The distance between the tables seems to help the children attend more easily to what's going on at their own table.

1.30 - First Small Group -

Activities same as morning. Thelma has attention of all 9 at her table - Nan moving around and keeps all 10 children involved at her table.

1.55 - S.F.C. - Thelma and Nan did a good job of following up on my suggestions. S.F.C. much more organized as a result.

2.15 - Clean up time - very organized -

2.20 - Line up - go outside -

I stayed inside to write feedback on Nan's and Thelma's lesson plans. Nan's plans were well written with exception of a few instances of objectives being too general (ex. "Children will be motivated," "children will enjoy," etc.) and Thelma....what can I say about Thelma......she's improving!

2.43 - Children came back in very orderly - Nan and Thelma reinforcing fairly consistently - children assembled in large group - Thelma takes charge - "OK, let's put on special looking glasses, listening ears and zippers;" - each child has a turn to tell one thing they did at their table. Nan reinforcing for appropriate responses and behavior. Thelma got up to physically and verbally reinforce one child who did an exceptional job or retelling some of the story Thelma read in 1st small group - child very pleased with herself - Thelma very pleased with child - trainer very pleased with Thelma.

3.00 - Dismissal.

C. EVALUATION WITH STAFF

This time was largely taken up with a running account of the problems that the team is having. The following list contains most of what Thelma and Nan talked about (minus the fire & brimstone!)

1. Thelma and Nan both want to be transferred to another classroom in the event a new one is opened here.

2. Assistant teachers get no respect in the system - they are treated in every way as aides have typically been treated in most schools.

3. Connie will not accept suggestions from assistants. She responds with "I'm the teacher" when a suggestion is given.

4. Connie refused to follow through on Julia's suggestion on last visit of re-doing schedule to include 2 small group activities because "they" (the trainers) couldn't tell her (Connie) how to run her classroom! (Oh well, we can't win 'em all!)

5. Connie assigns responsibility frequently to Nan and Thelma for conducting large group, outdoor time, etc. while she does paper work.

6. Thelma - Connie was absent intentionally - didn't want to get "caught in the crossfire." (Showed me Connie's previously filled out absentee forms as proof).

7. Thelma says she plans to continue writing lesson plans despite what anyone else says because "that's what the Manual said to do."

8. Nan wants to come to Nashville to observe again - said she would "see so much more now, and understands what she was seeing."

9. Connie wants me to leave a list of suggestions for the staff. There was not enough time for me to cover every suggestion I wanted to make so I covered briefly, those changes that needed to be made most for the afternoon session.

Both - Connie keeps Materials Development Manual at home. - Assistants in Macon do not receive any respect from administration - pay - not included in meetings - not recognized when they do go to meetings.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER
(Follow up trainer - check appropriate points to see if there have been any changes made).

1. Set standards for answering before question is asked.
2. Emphasize concept of fruit. (Was this just introduced?) - Needed to use real objects.
3. Tables are too close together - move them to opposite sides of room.
4. Don't leave children with nothing to do. Use a buffer - set standards before leaving. (Thelma left room).
5. S.F.C. needs to be organized - announce choices - let children choose each area - set standards first before children start playing with materials - not enough materials out in each area.
6. Clean up from free choice needs to be organized.
7. Schedule needs to include 2 small groups.
8. Vary last large group and small - morning and afternoon - day to day.
9. Children waited too long in line before lunch.
10. Set standards for lunch - finishing food, going to restroom - carrying trays back.
11. Move tables out of large group area during large group.
12. Review of day - not just large group - sequence day - "One thing you played with today."
13. Unit use is not consistent.

MAR 9 1973
NATIONAL COORDINATION

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Wednesday, February 21, 1973
School: Burdell
Staff: L.T. Connie Smith
A.T. Nan Harney
A.T. Thelma Hill

City: Macon, Georgia
Principal: Mr. Hughes

Trainer Submitting Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1 X	+1	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
- 1. Current block plans and lesson plans were written.
  2. Staff evaluated the day together.
  3. Block plans indicated a variety of skills, activities, materials being used.
  4. Variety of activities provided during arrival time.

What, if anything, did you as trainer see that disturbed you?
- 1. Physical setting - there is too many displays on wall that do not relate to current skill or attitude development.
  2. Schedule isn't being followed - A.M. group didn't have outdoor playtime because it was too cold.
  3. In checking Connie's block plans, there were no plans for months of Nov. and Dec.
  4. Even though teachers related positively to children in classroom I overheard Nan in hall "shaping up" a child quite negatively with remarks "nobody likes a bad girl, so you straighten up!"
  5. Unit approach isn't being followed (see recommendations 2 and 8. Growing bulletin board not being done.

What were the skill objectives and attitude objectives listed for today?
- See content of report - page numbers in Mini-Monster listed.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, February 21, 1973
SCHOOL: Burdell
PRINCIPAL: Mr. Hughes
LOCATION: Macon, Georgia
STAFF: Connie Smith - Lead Teacher
Nan Marney - Assistant Teacher
TRAINER: Julia E. Stinson

OBJECTIVES FOR VISIT:

1. Observe day's activities, looking for the degree of implementation of the DARCEE essentials.
2. Observe day's activities and ask questions related to items presented during last inservice (if suggestions are being implemented).
3. Give staff feedback based on objective 1 and 2.

ARRIVAL:

I arrived approximately 8:25 and checked in the office. I did not speak with Mr. Hughes, but went directly to classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Box cubby storage has been added in coat rack area. Children's products displayed at children's eye level (colored construction paper links, colored dittos with traffic lights, cut out solid shapes pasted, three forest animals - cut outs - pasted). - Teacher-products on wall: large bulletin board; color posters (red, yellow, orange, blue, brown, green, gray, purple, black, white); shape posters (diamond, square, circle, oval); numerals 1 - 12; alphabet cards (lower case, capital - all 26). Display space facing large group area: shapes (red circle, green diamond, red bell, green rectangle, blue star, blue triangle); large posters focusing on emotions (sad, happy, angry); poster of children cutting paper, looking at book; shape posters (triangle, rectangle); large cardboard clock; valentine; 1/2 space being used for bulletin board for Forest Animal unit - too crowded (beaver, racoon, porcupine), 2 squirrels, 2 snakes, fox, 6 birds, 4 butterflies, skunk, 2 turtles, 2 bears, wolf). Posters of animals (black bears, silver foxes, giraffe, elephant, tiger, baboons, camel). Possibly confusing since bulletin board focuses on forest animals. Bulletin board over sink: Valentine displays.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

All three teachers are present when I arrive. Three activities were out for children to play with.

8:50 - Clean up time from activities. Special helpers are chosen to pick up toys. Other children sit at small group tables. Connie calls role.

8:55 - Standards set for transition to bathroom (walking boots, listening ears). Children are called up by Nan - female from each table; then males from each table. Transition is extremely smooth. Children push chairs under table without being prompted by teachers. Nan and Thelma accompany children.

9:03 - Children return from bathroom. Transition smooth and organized. Group is positively reinforced for walking boots and using zippers by Connie.

9:04 - Transition to large group area. - Connie sets standards and directs Thelma's group to large group; Nan calls her children individually while she and Thelma move tables from large group area. Connie directs her children to carry chairs to large group.

9:10 - First Large Group Activity -

Teacher: Connie

Activity - Content and Sequence -

I. Greeted children - set standards by letting children name the things they do in large group.

II. Sang "My Hand on Myself" - both A.T. and children participate - *Check page no. in Mini-Monster.

III. Children identify number of hand claps. A child is designated to listen, then identify number of claps. 4 - 5 - 3 - 8 - 5 - 6 - 9 - 10 - 7. Children positively reinforced by Connie if response is correct. If response is incorrect, she repeats the claps to child to hear again. Then children are chosen to be "teacher" for the game. Connie whispers number to child, he claps that number of times. Children beginning to call out answers out of turn.

9:26 - Connie cuts this part of large group. Sings: "Clap, clap, tap, tap" Prepared children for close of activity.

9:27 - Transition to small group tables - children called individually. - Thelma physically and verbally reinforcing each child for participating in large group.

9:30 - First Small Group Activities -

Thelma

Thelma has her children's attention. Reviewing the days of the week, date, month. Being very motivating. Set attending standards. Using treasure box. Activity using teacher-made numeral cards. Ask children to identify

Nan

Nan has moved her group to the floor. Doing a good job introducing a book Bambi. Nan is picture reading book (but it's up-side down to children). Nan relating story and pictures to things on bulletin board on Forest Animals. Nan's

Thelma

numerals (her set of cards). Sets standard: keep hands in lap until I tell you what to do with cards. Passes out baggies with cards to each child. Asking children to place numerals in natural order, starting with numeral 1 on left-hand side; gets up and moves around to each child. Then asks children to place 2 next to 1; holding up 2 for children to match. Positively reinforcing individual child for correct response. Moves around constantly during activity. Has each child to label numerals (in natural order) as it's put into baggie to close activity. Children having difficulty identifying numerals - * pg. no. in Mini-Monster selected a child to take up bags.

9:45 - End.

Nan

children are attending very well. Finished story and moved back to table. Positively reinforced children for attending to story and moving back to table quietly.

9:45 - End of activity.

Second Small Group Activities -

9:45 - Thelma working on position concepts with cubes. Each child has individual materials in baggies. *Pg. no. in Mini-Monster. - Nan working on color the ditto (Bambi). Each child has a ditto and a baggie with 2 crayons. *Pg. no. in Mini-Monster. - Connie's group is working on parquetry blocks with design cards. Each child is given a design card and a small container with parquetry blocks. Reproducing on top and beside design. *Need to suggest moving away from individual materials to shared materials. Connie moving around, helping individual children, positively reinforcing children. *Pg. no. in Mini-Monster. - After children complete one design on top and beside design card, children allowed to create own designs.

9:55 - Thelma using a buffer with her group - looks like a kind of gossip game and fingerplay. Nan's group just completing coloring. Connie chatting with her group waiting for Thelma to finish.

10:02 - S.F.C. - Choices: Books - unattended - on Connie's table
Dress-up clothes - Connie supervising
Telephones - unattended - on Nan's table
Pounding benches - on floor near Thelma's table - Thelma supervising
Soldiers - on floor near front door - Nan supervising
Sewing boxes

Some time is spent getting materials out. Females are told to choose first; males are told to choose second. - *Suggest other procedures be used - like by teachers groups. *After children choose, teacher needs to set standards for each material. *Combine telephones with dress-up/housekeeping area.

Questions to ask: 1. Are you on a unit?
2. Do the children know shapes, colors?
3. When do you send children's work home?
4. See block plans - lesson plans during play time -

10:39 - End of S.F.C. - Transition to bathroom. Females first, males second. Children positively reinforced for walking, staying in line, keeping zippers on.

Bathroom - Preparation - Lunch

11:25 - End of lunch - Departure.

Block Plans

Connie - week of Jan. 22

Large Group	1st Small Group	2nd Small Group	S.F.C.
Monday - Where is Mary - Clap/clap Film - Apt. houses	C. Parquetry/cards N. Pegboards/position T. Time concept - days of week	Review 4 seasons Scissors/man. find pets Books/match colors	crayons/ paper Mail boxes L.bts - c. chips
Mr. Yellowbird Hokey Pokey Discussion - day, season, New Year, week	C. Story - Pairs of shoes N. Felt - match shapes T. Match sets/string beads	Shapes - cutting rectangle/triangle Counting w. cubes using design cards Community helpers cards	crayons cones Ben
Good Morning My Hands on Myself Review pets and Farm Animals	C. Time concepts match hour on clock N. Opposite Game T. Match numerals 1 - 5	Color exercise Stop lights - red, yellow, green Shape Mat - Colors Clay	Soldiers Clay Books Blocks

Large Group	1st Small Group	2nd Small Group	S.F.C.
1-2 Buckle My Shoe/ Clap/clap Action time clap and count	C. Pasting exercise N. Nos. Act. pasting marbles T. Counting cubes 1 - 5	Story - Old Woman and Her Pig N. House Jack Built T. Magazines & fruit/ scissors exercise	
Connie - Jan 29			
1-2 Buckle My Shoe Act. time - clap and count clap, clap	C. Identify no. 1 - 5/ no. cards N. Opposite game T. Pegboard/positions	Pasting - Duck with water Shape Mat/colors Puzzles	Beads & strings clay Telephones lg. blocks Book tables
Mary Had a Little Lamb - Records - Act w/colors My Hands on Myself	Guessing game w/ puzzles - what's missing Pasting numbers T. 4 seasons	Story - Old Woman and Her Pig Story - House Jack Built Cone stalking - sequence in size	Parquetry blocks crayon and paper magazines B. Ball
Are You Sleeping Listen to Story Dumb Elephant	C. Exercise w. matching sets N. Fractional parts T. Pasting shapes	Kinds of materials cutting w. scissors 4 seasons poster Coloring stop sign	Cubes Soldiers Scissors w. ben c. chips
Billy Bay Record Farmer in Dell	C. Fractional parts N. Rhyming words T. Story - Bread and Jam	3 statements with picture cards crayons/coloring Flannel story	clay/cubes string beads Pegs & boards
Ten Little Indians Finger Plays	Painting	Painting	Trace no. 1 - 5
February 5			
Good Morning Film Michael Row Boat	Match shades/ L & D construction paper Size Concepts Match cone/cylinder	Paste ducks Time concepts night & day Story	Ball game Blocks Crayon & paper

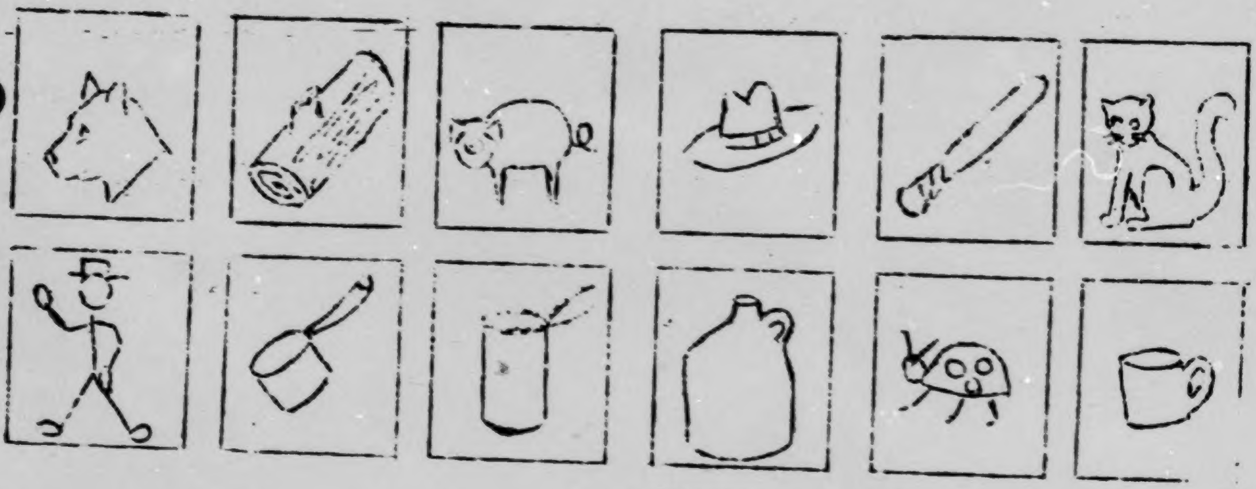
Large Group	1st Small Group	2nd Small Group	S.F.C.
Poem of Winter Discuss seasons, months, days of week "If You're Happy"	Match sets 1 - 2 Match shapes cone/ cylinder Fractional parts	Tortoise Hare Flannel Puzzles - missing parts Cutting exercise	Clay/w. ben B. stringing
Billy Boy/Record Bed Knob and Broom Stick	Counting exercise w. straw/ Match set 1 - 6 Counting 1 - 5 blocks	Community Helpers Chicken Little Match hour on clock	Parquetry blocks L. Tree M. boxes ass. boxes
Film - Willie Wee Boy/ "Little White Duck"	Extending patterns w. parquetry blocks Match numerals 1 - 12 Match sets 0 - 6	Rhyming words Light & dark shades Story - Old Woman and Shoe	Cubes Pencils/ paper Soldiers Blocks
Record Mr. Frog with counting	Ordinal position 1 - 7 Match faces Parquetry blocks - identify shapes	Chicken Little Community Helpers Opposite game	Paste shapes Scissors & magazines/ cars/chips
February 19			
Unit - Forest Animals/ Read story Wild Animals/Bear hunt	Counting w. sticks numerals 1 - 5 Identify wild animals Positions	Story - The Shoemaker and His Wife Pasting wolf - skunk/ bear Matching animals	Bean Bogo Pencil & paper String beads Story table
Thumpkin Ten Indians Direction Time Figure - Do What They Say Intro. shapes Heart & Arrow	Match sets to 3 Fractional parts Rhyming words	Shape Bingo Comm. Helpers Paste cone, cylinder/ pyramid, heart	H.K. center C. cubes w. Ben C. cubes Telephones
"Hand on Myself" Clap & count "Clap clap"	Rhyming words w. pic. cards Story - Bambi Identify numerals 1 - 5	Parquetry blocks cards Coloring Bambi Story - Act out Brave Little Indians	Paste & paper cars M. boxes

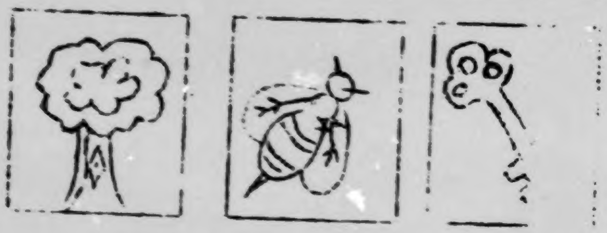
Large Group	1st Small Group	2nd Small Group	S.F.C.
"Mary Had a Little Lamb"/Record "Billy Boy"	Opposite Game Discuss wild animals Position - under/over inside	Color no. 1 - 5 W/P/W squirrels Sets w. cubes	
Unit - different characteristics of animals Old Farmer Brown	Review all shapes Match hours on clock Volume concepts - pints/quarts	Paste 3 Bears Discuss woodchuck color Flannel story	

Afternoon group same as A.M. group.

Connie using rhyming cards - teacher made. Had children identify their pictures, then Connie says word that rhymes with one of the pictures. If child has rhyming card, he raises hand. Children having difficulty.

*Suggest using concrete objects - pictures - make rhyme lotto.





Outdoor playtime in afternoon group.

C. EVALUATION WITH STAFF:

Connie lead evaluation. Discussed large group activity, small group activities, individual children, standards. Thelma evaluated her small groups in terms of individual children meeting objectives, following standards. Thelma discussed buffer.

D. RECOMMENDATIONS:

1. An outdoor playtime be planned into schedule.
2. When on a unit, concepts should be introduced in large group activity, preferably one concept a day. Block plans indicate concepts introduced only on Monday and Friday.
3. Suggest other procedures be used for line up and S.F.C. - like letting groups line up rather than always females first, males second.
4. At S.F.C. time, after choices have been announced, let children choose, then a teacher go to each activity and set standards.
5. Combine telephones, housekeeping center, and dress up clothes for one choice.
6. Only items of current significance should be on bulletin board. For example, if children know colors and shapes take those down.
7. Children's products should go home approximately once a week. Block plans indicate Connie's group's stop lights have been up since Jan. 25.
8. Block plans indicate activities being done on 4 seasons - perhaps limit to just the seasons children have been in center (Fall, Winter).
9. Write down page number in Mini-Monster of skills by skill objectives on lesson plans.

Warren

BURKE - BECK

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-19-1972
TIME: 8.00 a.m.
SCHOOL: Burke School
PRINCIPAL: Mrs. Bloodworth
LOCATION: Macon, Georgia
STAFF: Nancy Beck - Lead Teacher
Minnie Seabrocks - Assistant
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe the classrooms and provide feedback based on the day's observation.
2. To get some indication of how well "old" classroom teachers have been able to further improve in implementing the DARCEE model.
3. To distribute Curriculum Manuals to each classroom.

ARRIVAL:

Arrived 8.00 a.m. Escorted to classroom by Mrs. Bloodworth - no one in room. Two tables already prepared with each child's name and a baggie of clay beside each name at each table.

8.05 - Nancy came in - we talked at length about the program set-up this year including the great amount of support teachers are getting from Mr. Cordell Wynn.

CLASSROOM OBSERVATION:

8.20 - Two children arrive - Nancy shows them to their chairs - tells them to see what they can make with the clay. Nancy talks with them while she continues preparing materials, straightening shelves, etc.

8.30 - Bell rings - children start coming in - Nancy directs them to find their names. (This is the 2nd day this classroom has been operating with only 2 D.A.'s

8.35 - Minnie arrives - puts her materials away, then sits at table talking to her group of children, reinforcing children for playing so well with clay while waiting for her to arrive.
The atmosphere is very relaxed and pleasant - all the children get involved with the clay at each table.

8.45 - 13 children present - 8 at Nancy's table - 5 at Minnie's. Minnie and Nancy both have clay as they talk to the children.
There are two cardboard boxes on the floor at one side of the room labeled "Book Box." One child comes over and gets a magazine out of one box, carries it back to the table and looks at the pictures.
Minnie resets standards for a child who has clay on floor - "We keep our clay on the table." Child moves back to his chair.

8.50 - Bell rings - Nancy closes door - National Athem plays over intercom - children continue to play with clay. Nancy nor Minnie say anything about the music. No reaction from children or teachers. Someone says pledge of Alligence after Athem is played.
Someone knocks on door - Nancy goes to door, talks to an older child, evidently about taking lunch money to office.

8.55 - 16 children now present - Nancy 9 - Minnie 7. Nancy starts collecting bags of clay from some children at her table. Child who had magazine brings it back, puts it in "Book Box."
Children line up at door for bathroom - only 8 girls need to go, others remain at tables with clay.
Minnie sets standards for walking with hands at side, then leaves with girls. Nancy asks if any boys need to go - a few boys (3 or 4) leave after Nancy reminds them how to go to bathroom. ("Walking boots, inside voices," etc.)
Another child puts his clay away, comes over and gets a magazine.
3 boys left at Minnie's table begin falling on floor - Nancy comes over and reminds them. "At school we sit up big and tall in our chairs." (One child is sitting correctly - Nancy does not reinforce him). Boys get back in their chairs.

9.05 - Girls return to room with Minnie. Nancy sings clean-up time song. Minnie asks boys at her table what song means. Children respond by quickly cleaning up.

Large Group -

Nancy calls children up one at a time, reinforces each for waiting and carrying chairs.
One child at Minnie's tables is lying on floor. - Minnie ignores him very effectively, but does not reinforce him when he gets back in his chair. Children sitting very quietly as Minnie and Nancy continue to reinforce for sitting "big and tall."

9.14 - All children in circle area - "Good Morning Song" -
Nancy asks children if they remember what they saw at the "movie" yesterday.
Minnie cuts out lights - Nancy gets projector and begins story - "The Gingerbread Boy Runs Away." - There is no screen, but Nancy shows slides on wall beneath the bulletin board.
No specific standards set for viewing slides; however, children are sitting very attentively.
Story ends - Nancy asks children "who can tell me something they saw in the stor
Several children raise their hands and respond correctly.
Stuffed toy Gingerbread boy doll is brought out. Nancy explains that the doll will be placed on special table so everyone will get a chance to come over and look at it sometime during the day. - Song "Baby Bumblebee" -

9.25 - Transition back to small groups - one at a time - very smooth.

9.30 - 1st Small Group -

Minnie brings out construction paper shapes- different colors and sizes - puts pile in middle of table - children start grabbing and playing with shapes -

Minnie tries to get control by walking around to children who are not attentive, telling them what they should be doing. She moves two boys away from table. Boys continue to play - Minnie takes one out into small room where wash basin is.
Minnie leaves her group twice to go in room to talk to Joe who is yelling from room at another child. He also comes out, lies on floor, runs back in room, etc. Minnie keeps watching him. She finally asks him if he wants to come back to the table. (He has not been sitting as Minnie directed him to) - Joe says yes - comes back to table and continues to misbehave.
Minnie pats him at the same time she is reinforcing other children who are behaving appropriately. Minnie continues to try to go through her activity by holding up a shape and asking children to identify shape and size. Most are not able to do this. Some give answers for shape when asked about colors and vice versa.

9.50 - Nancy sings Clean-up time. Minnie begins to collect shapes - has trouble with same two boys who have been disruptive during the entire activity.

9.55 - Minnie takes all but 1 girl to bathroom - Nancy lets boys go alone one at a time.
Nancy reminds remaining boys what has to be done at s.f.c. time. (Sharing, "raise hands for toy you want," "keep on looking glasses" and "listening ears")
Boys at Minnie's table are sitting but playing across the table with each other. Nancy goes over, asks boys what they remembered in the movie during large group. Boys are still playing, do not answer. Nancy pulls child away from table, child keeps pushing chair farther back until he is at back of room.

10.00 - Minnie and girls return. Child runs back to table from corner of room, gets under table.
Nancy announces choices - let children who want to go to "kitchen" go first - then blocks, puzzles at one table - clay at another.
Minnie has blocks in large group area - housekeeping corner is unattended.
Nancy comes over to block area - Minnie moves to housekeeping area.
Child (Jim) is still under table. Both teachers ignore him.
Puzzle table has 6 girls. Nancy goes over, sets standards for keeping puzzles on table and taking pieces out one at a time.
Jim crawls out from under table over to blocks, Nancy stops him, sits him in chair and says "we can't crawl on the floor."
Jim sits for about 3 minutes very quietly watching other boys play with blocks. Nancy does not say anything to him. Jim goes over, knocks down another child's structure. Nancy lets him join the block area. Jim plays very well with blocks - seems to be proud of his "building" he has made. Nancy is interacting with other boys, finally goes over to Jim to ask him what color one of his blocks is.

10.16 - Nancy goes over to puzzle table and tells Minnie to begin cleaning up. Minnie collects puzzles - children put away housekeeping equipment.
Nancy helps group clean up blocks - Jim rolls on floor - Nancy tries to hold him, Jim gets away, goes back, sits at Minnie's table, hits another child. Minnie comes over, talks quietly to him. Jim smiles, enjoying the attention.

10.22 - 2nd Small Group -

Minnie gets children's attention quickly - brings out cubes - removes Jim from table again - Jim pulls out book to read, Minnie takes book away. Jim says "I want to look at a book!" Minnie says "No" -
Another child is removed from table - Minnie puts cubes - red, yellow, green, in middle of table - directs each child to come up, count out specific number and color cubes.
Nancy is working with parquetries - children are given directions for holding up a specific color and shape block - each child takes a turn naming a color and shape for everyone to hold up. Children are having trouble not touching blocks until its their turn.
Minnie has 3 children still at table, one in "time out" room, one under the table one on top of table and one turned around watching Nancy's group.

9.40 - Nancy sings Clean-up time. Nancy's children line up to wash hands. - Minnie sings Mr. Yellowbird - most children sing.
As children finish washing hands they get their chairs and bring them up to sit in large group circle.
Minnie's group lines up. Jim and other boys who are not behaving appropriately line up first. Other children sitting quietly, are at end of line.
Boys are becoming very difficult for Minnie and Nancy. They continue to give Jim and others attention when they are misbehaving, completely overlooking good behavior.

9.50 - Last Large Group -

Song I'm So Glad" - Nancy asks child to name people absent - 4 children not here Nancy "who remembers who we saw this morning when we went to the movies?" - Children answer. Nancy asks several children questions. Children very restless - Minnie walking around straightening out legs, moving chairs, patting heads, etc.
Nancy sets standards for singing "Wheels on the Bus."
Nancy reinforces specific children immediately after song for "singing in soft voice, keeping feet flat on the floor."
Nancy leads group in saying grace, then sends children back to table one at a time to line up for lunch. She calls children who are wearing "zippers."
Minnie lines children up - Nancy announces a surprise for all boys and girls who can remember what to do in lunch room.

Lunch - 11.00 - 11.30 -

11.30 - 12.00 Evaluation - not enough time for effective feedback. -

12.00 - Arrival - Afternoon Group -

12.10 - 14 children have arrived - both groups have puzzles available to them. Nancy changes and puts clay out in place of puzzles at her table.

12.25 - 17 children present - Minnie and Nancy interacting constantly with their respective groups. Nancy collects lunch money - children line up to go downstairs for lunch.

12.30 - 1.00 - Lunch -

I bumped into Nancy Townsend in the hall and talked to her during this time. She is teaching 3rd grade here but wants very much to get back into a DARCEE classroom if a new classroom opens in October.

1.05 - Children return from lunch with boys - directs each one to go to bathroom, if they need to. - Boys are very active and are not listening to Nancy.

1.07 - Minnie returns to room with group of girls. Nancy announces Large Group Time - calls each child up individually who is "sitting tall." One child who has been walking around, asks "can I come to the circle?" Nancy responded "no, you're not sitting big and tall in your chair." He is last one called up. Song "Good Morning" - Remainder of large group content same as morning.
This time Nancy set more specific standards and reinforced more often those children who were behaving appropriately.
Minnie still continued to focus mostly on the children who were not following standards.

1.30 - 1st Small Group -

Minnie - cubes -
Nancy - beads -

1.50 - S.F.C. -

2.15 - 2nd Small Group -

2.40 - Last Large Group -

2.55 - Dismissal -

RECOMMENDATIONS MADE TO STAFF:

1. Set specific standards for all activities during the day.
2. Ignore inappropriate behavior - reinforce the children exhibiting the appropriate behavior - Be Consistent!
3. Minnie - move more quickly into the activity rather than spending a long time talking about what the children are going to do.
4. Seperate boys who seem to "tick" each other (perhaps one on each side of the teacher).
5. Reset standards for a child before you remove him from the group - let child tell you what he is going to remember to do with materials after he gets back to the table - praise child as soon as he does whatever is expected.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 9, 1972
School: Burke
Staff: L.T. Nancy Beck
A.T. Minnie Seabrooks
A.T.

City: Macon, Georgia
Principal: Mrs. Bloodworth

Trainer Submitting Report: Sue Claxton

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1	+2 X	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1	+2 X	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1	+1	+2	X
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

Work envelopes, called mailboxes, where the children put their products for safe keeping until they go home.

What, if anything, did you as trainer see that disturbed you?

A switch from well written evaluations, to no written evaluations.

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 9, 1972
TIME: 8.20
SCHOOL: Burke
PRINCIPAL: Mrs. Bloodworth
LOCATION: Macon, Georgia
STAFF: Nancy Beck - Lead Teacher
Minnie Seabrooks
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom
2. Evaluate with staff at the end of the day and give feedback from observation
3. Focus in on previous trainer's recommendations to see if teachers were able to follow-up on them.

ARRIVAL:

Mrs. Bloodworth greeted me at the door and directed me down the hall to the classroom. The children are required to remain outside until the 8.30 bell rings.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Both teachers were replacing names on the wall above each child's work envelope (The room had been painted yesterday). The class is on Autumn unit since October 17. (Nancy said that they have not been on the unit this week, that they were taking a break from the unit). Fall tree on blackboard. Clothes and "life-size" boy and girl on other black board and bulletin board. Crayons and a ditto happy face out at each child's place for them when they come in. Block plans are fairly complete.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.30 - Children go to their place after putting coats up and begin coloring happy face. After each one finishes, each puts his picture in his work envelope. Some go and get magazines to look at when they finish their picture. (Nancy and Minnie have quit writing evaluations as a result of the L.T. meeting held by Helen. Hopefully, I can straighten this out this afternoon).

8.50 - Clean up song - Bathroom time (Nancy's block plan and lesson plans are jointly written in lesson plan book. It looks complete enough and shows one large group at beginning of day, 2 structured small group and one selected free choice. Minnie's plans were difficult if not impossible to decipher! I sense an air of defense as a result of Helen's meeting in relation to whether or not the "redesign" of DARCEE will hold water or not).

9.00 - Call to Large Group -

A little slow, but orderly. Good reinforcement for those called up last. Colore flags for a parade - review of colors and seeing who is wearing colors of diffe rent flags. Minnie is not following up with reinforcement to the responses chil ren are giving to Nancy, but she acts like she sort of has an idea of what to d be behind children during large group and be supportive. Every child is given a paper flag for the parade. Children were a little confused about recognizing some colors when the record called them out. Nancy stopped record and went thru colors slowly - "If you're holding a green flag stand up." - Flags were collected by Minnie. Record similar to "Listen and Do.' - Children had a chance to select songs that they wanted to sing.

9.30 - First Small Group -

Careful standard setting for returning to small group tables and reinforcement for following directions. - I'm focusing in on Nancy's small group. She reviewe with her group the colored train they made the other day. Used this as an introduction to cube designs (patterning). Nancy demonstrated one design and then passed out material. As children receive cubes and designs they start - before some have received their material - others are calling for her attention because they have already finished. Nancy reminded children that there was only one of her and 8 children and that she couldn't get around to them all at once. She is getting around to each - children are able to extend the pattern easily. The children are instructed to exchange design with each other when they finish This activity is moving quickly. Material is collected by children. Nancy then moves into her 2nd small group.

9.45 - Nancy's 2nd small group is to cut out happy face that was colored in morning - children are kind of wiggly, so Nancy stops and says she wants "us" to get "our" wiggle out and then they sing a cute little song about getting the wiggle out.

9.48 - Minnie's group is putting pegs and peg boards up from 1st small group. Then her group went over "Jack and Jill." Her 2nd small group is about a book. Children are a little restless and all can't see the book. She, however, did manage to get children interested by the motivating way in which she told the story. - Nancy's group has already completed cutting out face in a few minutes. I didn't see anything else on her block plan to at this time. Looks like she doesn't have anything else to do - no buffers. Nancy is now talking with the children - going over some things about fall and then started talking about "Little Red Riding Hood." One girl is still cutting and cutting - didn't follow directions about cutting out face.

10.00 - Minnie's group has finished story and now is cutting out happy faces. Nancy is still telling story of "Little Red Riding Hood."

10.02 - Clean up song started by Nancy.

10.05 - Selected Free Choice -

Nancy gets attention of total group and she tells what will be out, where it'll be out, and how many can play at certain areas. She directs children who want to play with different things. Good control and standard setting. (Kitchen corner, blocks, bead stringing, puzzles). - One girl in Minnie's group cries without provocation - looks like an attention getting device. At first Minnie paid her some attention and this just enhanced her. Then she was ignored. - Both teachers are doing a good job of supervising the different areas during s.f.c. The "crying child" is peaking out through her fingers to see who is looking at her.

10.30 - Clean up song - Minnie is calling girls to line up to go to bathroom and wash hands for lunch.

10.42 - Nancy is calling children up to large group area for last large group. "I'm so glad I came to school today." - Children again get to choose which songs they want to sing. Nancy reminded children to use their singing voices. Reviewed what they did at school today. Each had a chance to say something that they did at school. Set standards for lunch behavior and what to do when return. All children then said the blessing.

11.00 - Lunch and going home.

Evaluation was between sessions.

Afternoon session - (Both teachers adjusted p.m. to include recommendations from a.m.)

Same format as a.m. session

1.15 - 1st Large Group
1.45 - 1st Small Group
2.00 - 2nd Small Group
2.20 - Clean up Song - Bathroom - Selected Free Choice

C. EVALUATION WITH STAFF

Reviewed with staff areas that they had improved on since trainers were last in Macon. I didn't detect any defensive attitude when we sat down to talk like I had sensed earlier in the day. It was a three-way evaluation - casual and informal. The teachers were receptive to my suggestions especially to the writing of evaluations after I explained their function and utility.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

1. Write evaluations for large group and each small group. (Notice appropriateness of content, on level of children; small group - achieve objective, alterations to activity if you should do it again; was it appropriate for group, note which children needed more help than the others, which children were absent - keep this in mind for future planning; was material appropriate for objective).

2. On lesson plans make a notation of which category the skill (objective) came from in order to keep an easy "tab" on selecting a balanced curriculum.

3. Limit length of each unit (around 2 weeks to no more than 3 weeks).

4. If child is asked to put zipper on his mouth, be sure you have a good reason.

5. In large group, let reinforcement be in support to those children given correct responses to Nancy and for participating.

6. In passing out material in small group, be sure all have material before starting activity for better teacher control.

7. Plan buffers for small groups.

8. Plan small groups to last 15 minutes each. (To increase attention span. - Refer to page 21 in Teacher's Manual).

9. Try having a story with small group away from table and in a circle with only their chairs. Then, if you want, try it on the rug with the children.

*10. In working with pattern designs, place the design in front of the child where he'll have to start at the left hand side. (This is important in enforcing a left-right progression necessary for reading). This also would hold true for working with pegs and pegboards where the verbal directions would be to make a row across the top.

*11. Cut down on children getting up and down during activity for better control. If an activity involves a paper product to go in work envelope, wait until all children have finished before getting up to put things in their envelopes.

* - additional suggestions after observing p.m. session.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Monday, February 19, 1973
School: Burke
Staff: L.T. Nancy Beck
A.T. Minnie Seabrooks

City: Macon, Georgia
Principal: Mrs. Bloodworth

Trainer
Submitting
Report: Julia R. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1	+2 X	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1	+2 X	
6. Skill Development	-2	-1	+1	+2 X	
7. Attitude Development	-2	-1 X	+1	+2	
8 Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1	+1	+2 X	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

- 1. Lesson plans are being written
  2. Teachers have a very good working relationship
  3. Teachers are setting appropriate attending standards and task related standards.

What, if anything, did you as trainer see that disturbed you?

- 1. Schedule did not include an outdoor playtime.
  2. Attitude development isn't being focused on systematically.

What were the skill objectives and attitude objectives listed for today?

- 1. What's missing in environment
  2. Attend to story - answer questions about story
  3. Recognize pairs of rhyming words
  4. Follow directions
  5. Recognize size (big, little, middle-size).

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Monday, February 19, 1973
SCHOOL: Burke
PRINCIPAL: Mrs. Bloodworth
LOCATION: Macon, Georgia
STAFF: Nancy Beck - Lead Teacher
Minnie Seabrooks - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe day's activities, looking for the degree of implementation of the DARCEE essentials.
2. Observe day's activities and ask questions related to items presented during last inservice (if suggestions are being implemented).
3. Give staff feedback based on objective 1 and 2.

ARRIVAL:

I arrived approximately 12:00 and informed the office worker of my presence. I did not speak with Mrs. Bloodworth.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Arrangement of classroom indicates two small group areas and a large group area. I'm "struck" by the bareness of the walls - no children's products are displayed at all. Very, very little teacher products on walls either.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

Children start arriving approximately 12:20. Puzzles are on both tables for children to play with. Children using puzzles appropriately, sharing very well.

12:47 - Clean up time -

12:50 - Nancy sang "It's Clean up Time" -

12:53 - Transition from tables to bathroom (preparation for lunch). Very organized and smooth.

1:31 - Return from lunch. Children came in and sat at tables. Teachers sit with their groups. Both teachers do a wiggles finger play, fish finger play.

1:36 - Transition to large group activity - individual children called that are attending. Other children are positively reinforced for waiting, carrying chairs appropriately. Smooth and organized.

Large Group Activity -

Teacher: Nancy Beck -

Standards: No attending standards set

Activity: Content and Sequence:

Sang " Good Morning Monday" -
Sang " Good Morning February" -

Discussed season - Winter - Playing "What's Missing" game - set task related standards. Nancy positively reinforces children for answering correctly. Using 3 items at a time. Minnie doing a good job and reinforcing children. Increased number of items to five. What's Missing game with the children. Children play the game very well. Action record - "Take a Bath" - "What Is Your Name?" - "Winnie the Pooh" - children and teachers sang along.

Role of Teacher: Both teachers performed well.

Positive Reinforcement: Adequate.

2:10 - End of large group. Transition to small group tables.

First Small Group Activities -

Teacher: Minnie Seabrooks

Activity: Read book "Goldie Locks and the 3 Bears" -

Standards: Appropriate attending standards set.

Material: Book/accessible.

Content and Sequence: Book introduced, then read. After reading children are asked questions

Role of Teacher: Minnie doing an excellent job keeping children's attention. - * One child sent from room - hasn't participated in entire group.

Objectives: Children will be able to attend to story, give feedback at end.

Teacher: Nancy Beck

Activity: Reading book -

Standards: Appropriate attending standards set.

Material: Book/accessible.

Content and Sequence: Book introduced, then read. Nancy stopped many times to discuss labels, new terms.

Objectives: Children will be able to recognize rhyming words.

2:25 - Second Small Group Activity -

Both teachers are using dittos and crayons. Each child has a box of crayons and a ditto with 3 circles (big, small, medium). Teacher directs child to color each size a specific color. Objective: recognize colors; recognize big, small, medium. Both teachers interacting well with group. Second step of activity - cut circles, staying on line. Third step of activity - paste circles onto circles same size. Children were asked to pick sheet of paper with circles drawn with name on it (recognize name). Buffer at Nancy's table after individual children finish pasting: clay.

2:41 - Nancy's group has finished with activity; Minnie's group is still finishing up. Minnie became negative with one child because child did not complete task.

2:45 - S.F.C. -

Nancy set standards and announced choices, no., and locations:

Housekeeping center		3 children
Building blocks	on floor	2 children
Colored blocks	on floor	
Crayons and paper	at side table	2 children
Lincoln logs	on floor	2 children
Puzzles	Nancy's table	
Clay	Minnie's table	

Both teachers interacting with groups of children. No one seems to be supervising any specific group.

3:04 - Clean up - smooth for the number of multi-piece activities out.

3:09 - Transition to large group circle. Minnie conducts 2nd large group. - Sang "I'm So Glad" - Review of the day - recall of stories read in first small group activities - sang "Old McDonald Had a Farm" -

3:25 - Departure.

C. EVALUATION WITH STAFF

The session took the form of feedback on the day's activities from observer's point of view. I filled out the Summary Sheet, explaining the ratings.

Questions during Evaluation session:

Why aren't there any children's products up?
Did you use the "growing bulletin board" idea during last unit?
What unit will you go into next?
When do you do your block planning?
Are you writing daily lesson plans?

D. RECOMMENDATIONS:

1. Reorganize daily schedule to include outdoor play time.
2. Begin to focus on attitude development more consistently rather than first expecting it to happen.
3. Suggested the "growing bulletin board" be used with next unit.
4. Suggested the children's products be displayed for a period of time before sending them home. (Now, products are being sent home each day).
5. Suggested techniques (within principles of positive reinforcement and skill development sequencing) to help with one girl in Minnie's group and Darren in Nancy's group.

Schedule posted

A.M.	8:30 - 8:50	Arrival
	8:50 - 9:00	Bathroom
	9:00 - 9:30	1st Large Group
	9:30 - 9:45	1st Small Group
	9:45 - 10:00	2nd Small Group
	10:00 - 10:30	S.F.C.
	10:30 - 10:55	2nd Large Group
	10:55 - 11:00	Bathroom
	11:00 - 11:30	Lunch and Departure
P.M.	12:15 - 12:40	Arrival
	12:40 - 1:10	Lunch
	1:10 - 1:30	Small activity?
	1:30 - 2:00	1st Large Group
	2:00 - 2:15	1st Small Group
	2:15 - 2:30	2nd Small Group
	2:30 - 3:00	S.F.C.
	3:00 - 3:15	2nd Large Group - Departure

CLISBY - WOOLFORK

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, Sept. 20, 1972
SCHOOL: Clisby
PRINCIPAL: Mrs. Newton
LOCATION: 2260 Vineville Ave., Macon, Georgia 31204
STAFF: Catherine Woalfolk, L.T., Mary Habersham, A.T.
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

For trainer: - To observe the day's activities and give staff feedback at the end of day.

To see which DARCEE essentials are being retained and which essentials have been washed out.

To re-establish the trainer - implementor cooperative relationship initiated last year.

ARRIVAL:

I arrived approximately 8.15, met Mrs. Newton in the entrance hall and was cordially received and escorted to Catherine and Mary's room. Mrs. Newton said they were expecting someone to visit this week and was delighted we were coming back this year; she apologized for the condition of the building (it's being painted inside). She said they had their quota (20) in the morning session and was working on reaching quota in the afternoon.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -

Walls have been recently painted a soft pastel green. Entire floor area is carpeted in copper and green carpet. Displays on walls (children's crayon and paper products - circle, square, triangle) are displayed below one chalkboard; fingerpainting self-portraits in brown are displayed below another chalk board, the apple tree (bare of apples) is up, small "red" bulletin board, a body on the storage cabinet - *a five senses chart (way above children's eye level) on backwall.

Catherine arrives approximately 8.20 and immediately puts out manipulative toys; children are informed of the materials available. Children go and play with toys quietly. Catherine circulates among children. Mary arrives approximately 8.25 and follows Catherine's example.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.50 - Clean up process. - Children clean up materials with teachers' help and assemble in large group area in chairs in preparation for bathroom routine.

Readiness standards set - Sit up big and tall - line leaders chosen - females line up first; males line up second. - Standards set for hall - Zippers, Walking boots.

9.00 - Return from bathroom process. - Large Group -
Teacher: Catherine -
Standards: Children were asked what they did in large group. (1. sit up big and tall, 2. listening ears; 3. looking glasses; 4. thinking caps) - were listed by children.
Content and Sequence: Greeting from teachers and children.
Sang - "Mr. Yellowbird" - each child sang his part while group listened - lots of verbal and physical positive reinforcement for each child. The one child that didn't sing part - group sang for him.
Introduction next part of large group - focusing on parts of body and face. Gave directions. Called on individual children.
Objectives 1.recognize parts of body. Each child physically and verbally positively reinforced by L.T. and A.T. after appropriate response. Children positively reinforced for waiting their turn. Asking children 2. use of body part if appropriate and number (one nose, 2 arms, etc.).
Material being used - A teacher-made game to be used with ALL ABOUT ME unit.
Description: 1. small strips of paper with body part written on it.
2. coffee can covered with paper. Children pick a strip from can; teacher reads from strip; children indicate they recognize the body part by touching.
Appropriate use of Apple Tree motivation chart: Each child able to follow standards during large group went to tables, found name, put name-apple on tree. Catherine called children's name - Mary assisted children finding name.
All the children except 3 put apples up.
"Head, Shoulders, Knees, and Toes."

9.20 - Reset standards for transition to small group tables. Each child positively reinforced for carrying chair appropriately. Children chosen because they were following standards.

9.22 - 1st Small Group Activities.

Catherine -
Children being positively reinforced for waiting in chairs. Introduces activity. Giving out materials - Each child gets a face with hair on a piece of construction paper. Each child gets a baggie with face parts, then glue on paper square. Directing child to find parts of face in baggie; "what do we use to see with?" children answer eyes. Children are directed to paste eyes in appropriate position. Positively reinforcing individual children. Directed to find nose, then mouth, then ears.

Mary -
Set standards - looking glasses, listening ears, thinking caps, sit big and tall. Gives each child a piece of construction paper with face/hair on it. Set standards - Keep on table in front of you. Gives each child paste on paper square. Did not give children baggies with parts; gave parts to individual child.
Pacing of activity - slow.
Very little positive reinforcement, or conversation between teacher and children.
Objectives: Same as those listed un-

Objectives: 1. The children will be able to use paste appropriately; 2. the children will be able to construct face using parts, pasting in appropriate positions (above, middle, below, beside); 3. the children will be able to recognize face parts and associate with proper use (eye-see; ears-hear; nose-smell). Child's name on products. Children are told the pic. will be put on wall. Pictures are collected, then baggies, then paste.
Buffer: "Wheels on the Bus."

der Catherine's group.
Close of activity: Pictures are collected last; paste collected first. Both groups use a wet wash cloth for wash-up process rather than go to bathroom.
Buffer: "Head, Shoulders, Knees, Toes."

9.42 - 2nd Small Group -

Catherine -
Preparing children for transition to side of room for a flannel story - Transition very well organized.
Activity: Flannel story - Three Pigs.
Setting: Children seated in semi-circle on floor, backs to Mary's group.
Children attending very well. Catherine being very motivating - using very expressive voice - changing voice to match story character. Teacher/children interaction - high.
Asking children to recall story.
Objectives: Listed appropriate objectives on lesson plan.
Close of activity: Called on individual child to take down story characters and props.

Mary -
Preparing children for next activity.
Activity: Ditto - color a bird and fish yellow.
Materials. Each child has a ditto sheet with fish, bird and a yellow crayon.
Teacher/children interaction - very little.
Setting: Children seated at table.
Objectives:.....................
Children not motivated.
Close of activity: teacher collects ditto and crayon.
Transition to large group circle - well organized.

9.55 - Transition to large group circle- Well organized.

*Are children seated in large group circle according to small group membership?

Transition to outdoor play - organized.

10.00 - Outdoor play -

10.40 - Return to room from outdoor play - children assemble in large group circle. Reviewed parts of body - asking children to identify (head, neck, shoulders, chest, waist, hips, abdomen, hands, fingers, legs, knees, feet, ankles; use of ears, nose, mouth, eyes, feet, arms; - whispered something to a child. (run, skip, hop, dance) and children acted it out. - Set standards for transition to bathroom - set standards for hall.

10.55 - Return from bathroom routine - children reassembled in large group circle. - Large group activity. - Conducted by Catherine. - Content and sequence - Catherine announces what will happen; she and Mary give out colored rectangles (red, blue, green, yellow). Mary operates the record player. - Both teachers participate. Some children are having difficulty - *have children with same color sit next to each other. Played 1. color song; 2. directional song; 3. Elephant song.

*Need to give specific direction between songs on records (Example the Elephant song).
*Be sure you're not using the record each and every day. They lose their effectiveness.

11.12 - Transition to lunch -
Bathroom - cook puts food on table - teachers dispense silverware, napkins, straws.

11.40 - Return from lunch to room. - Departure.
Seems to be a good relationship between staff and parents. 7 children left to be picked up by 11.45.
*Not anything planned for late pick ups and early arrivals.

Units - already had - 2 All About Me

2 Autumn

2 Forrest Animals

2 Plants

Left - 2 Neighborhood and Community

C. PLANNING AND EVALUATION

11.50 - Interruptions from arrival and departures. Discussed large group - children able to sing song - children able to recognize body parts. Discussed individual children - Discussed briefly small group activities.

Recommendations made during planning and evaluation:

*1. Remove "Five Senses Chart" if not being used; if being used, put on children's eye level.

2. Feedback on Teachers' Training Manuals and Mini-Monster will be picked up on next visit.

*3. Lesson plans will not be sent to Nashville, but reviewed on vitits by DARCEE trainers.

4. Appropriate use of dittos - be sure dittos are large (children haven't developed the small muscle control necessary to color small items) and not to be used more often than once a week.

*5. Be sure to provide materials for a.m. arrival and p.m. arrival time, rotated on a daily basis.

*6. If apple tree motivation chart is used only for 1st large group - explain this to children.

*7. Mini-Monster - Suggested start using Mini-Monster right away.

8. Checked lesson plans - using DARCEE forms -
Mary - Sept. 20 - Both small group activities. - Objectives written in specific behavioral terms. Evaluated in terms of objectives focusing on individual children.

Catherine - Sept. 18 - Large group - 2 Small groups - Objectives written in specific behavioral terms for large group. Both a.m. and p.m. groups evaluated individual children based on objectives. Both small group objectives written in specific behavioral terms; individual children evaluated on objectives.

Date - Sept. 19, 20 - same as for Sept. 18.

9. Checked block plans - posted on bulletin board -

Week of Sept. 18 - 22.

Large Group -	Monday -	"Mr. Yellowbird" song/identify articles of clothing -
	Tuesday -	"Where is Mary"/Introduction concept of male and female/identify each other -
	Wednesday -	Review parts of body/"Mr. Yellowbird" -
	Thursday -	Classify clothing by male/female -
	Friday -	Size concepts (short,tall)/"Mr. Yellowbird" -

10. Suggested developing an "emergency day" plan - post on bulletin board.

P.M. Session

1.10 - Return from bathroom - 8 children present - Large group.
Greeting - conducted by Catherine similarly to a.m. - Content and sequence same. This afternoon the heat is oppressive - there isn't a breeze to be had.
*Do not let Leslie and Doug sit beside each other. - Handled the situation with Doug well.

1.26 - Transition to small group tables.- 1st Small Group -

Catherine -
4 children - conducted same as a.m.
Buffer: - "Wheels on the Bus" -
1.43 - Transition to 2nd small group.
1.45 - 2nd small group.
Activity - Flannel - Three Pigs.
Setting - same as a.m. -
conducted same as a.m.
Buffer: "Where Is Thumpkin?" -
1.58 - End of 2nd small group -

Mary -
4 children - conducted same as a.m.
Buffer: "Head, Shoulders, Knees, Toes."
1.43 - Transition to 2nd small group.
1.45 - 2nd small group.
Activity - Coloring ditto - bird and fish;
Setting - same as a.m.-
conducted same as a.m.

Carry chairs back to large group - Transition to outdoor play. -

2.36 - Return to room from outdoor play - 2nd Large Group - same as a.m. Identifying alphabet is too difficult - check Mini-Monster for when this skill is located in sequence.

Schedule posted:

A.M.

8.30	-		Arrival
8.30	-	8.45	Greeting and bathroom
8.45	-	9.00	Lunch money collected
9.00	-	9.30	Large Group
9.30	-	9.45	1st Small Group
9.45	-	10.00	2nd Small Group
10.00	-	10.35	Outdoor Play
10.35	-	10.45	Bathroom
10.45	-	11.15	2nd Large Group
11.15	-	11.30	Lunch

P.M.

12.00	-	12.15	Arrival, bathroom
12.15	-	12.30	Lunch money collected
12.30	-	12.50	Lunch
12.50	-	1.20	Large Group
1.20	-	1.35	1st Small Group
1.35	-	1.50	2nd Small Group
1.50	-	2.20	Outdoor Play
2.20	-	2.30	Bathroom
2.30	-	3.00	Large Group

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 8, 1972
School: Clisby
Staff: L.T. Catherine Woolfork
A.T. Mary Habersham
A.T.

City: Macon, Georgia
Principal: Mrs. Newton

Trainer
Submitting
Report: Sue Claxton

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1	+2 X	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1	+1X	+2	
8. Unit Approach	-2	-1	+1X	+2	
9. Materials Use & Development	-2	-1	+1	+2	X
10. Reinforcement & Behavior Management	-2	-1	+1	+2	
11. Parent Involvement	-2	-1	+1X	+2	X

What, if anything, did you as trainer see that pleased you?

Complete lesson plans and block plans, written evaluations, and a DARCEE schedule including 2 small groups, s.f.c., 2 large groups.

What, if anything, did you as trainer see that disturbed you?

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 8, 1972
TIME: 8.15
SCHOOL: Clisby
PRINCIPAL: Mrs. Newton
LOCATION: Macon, Georgia
STAFF: Catherine Woolfork - Lead Teacher
Mary Habersham - Assistant Teacher
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom
2. Evaluate with staff at the end of the day and give feedback from observation
3. Focus in on previous trainer's recommendations to see if teachers were able to follow-up on them

ARRIVAL:

I arrived rather early. Mrs. Newton and another teacher were about the only ones in the building. I exchanged a few pleasantries with Mrs. Newton as she showed me to the classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Tree on back wall with apples on it (apples have children's names on them). 5 sense chart up as reported in earlier report. Bulletin boards show Thanksgiving scenes. On the chalk board is a tree with fall leaves and 2 squirrels. Children's work with leaves that have been colored up around chalk rail. Catherine and Mary have just started on Autumn unit this past Monday. Plants in window (grass growing in sponges, potato growing in jar). I told Catherine that it would be alright to leave the plants in room so children could watch them grow, but teacher and children made items that go with unit should change with unit. Science table in back with plants, gourds, pine cones, nuts on it.

Lesson Plans: Catherine has beautifully written evaluations. Large Group for today - Dressing Willie according to weather. [Block plans are on the wall in back].

First Small Group - pasting together picture of a squirrel (both groups

Second Small Group - Catherine will match shapes and colors (color and shape Bingo card).

Mary's 2nd Small Group - (she has the slower children) - puzzles, whole part whole (3 to 8 pieces). Block plans are very complete and very DARCEE.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
As children arrived they had manipulative toys to play with. Bell rang at 8.45; in the meantime, teachers are taking care of roll, lunch, etc. Teachers are casually interacting with the children - welcoming back a child who had previously been out.

8.50 - Catherine tells children that it is clean up time, almost time to start the day. Children come to large group area after putting toys away.

8.55 - Catherine asks children who's absent - set standards for going to bathroom - this procedure was quiet and orderly.

9.00 - First Large Group -

"Good morning boys and girls." "Good morning Mrs. M." Children recall standards - wake up singing voices. - "Where is Mary," - each child sings his name. Guess from description of Willie weather boy - Catherine called on boy and he correctly answered - both teachers reinforced. Talked about cool weather in fall - dressing Willie for weather. "Find long, green pants and put on Willie," etc. - What's missing game - took one item off flannel board at a time after Willie had been completely dressed. Put apple on tree for participating and following standards in large group. Every child got to put his apple on the tree (the children's names are on each apple). As each put his apple on the tree he would say the letter that his/her name started with. Catherine asked each child what day they thought it was today. About half were able to say that it was Wednesday.

9.25 - Children are called by name to return to small group. The last two to be called were reinforced for waiting.

First Small Group -

I focused in on Catherine's small group. She described a squirrel and that they can be 2 colors (grey -brown). A boy could tell from her description that it was a squirrel. Brief review of fall (this time of year). Each was handed a piece of paper and a packet (with parts of squirrel) and paste - good control of material, standards were being set indirectly and effectively - "Michelle, I like the way you're waiting with your hands in your lap." The squirrel is after the same pattern used for the squirrels on the chalk board with the fall tree. Catherine has a good conversation going about squirrels - fall - food - nuts). Mary's group is doing same activity. Mary got a squirrel put together and up on board for children to see. Both teachers are having good verbal exchange with children. Wash rags are passed around for children to clean their hands (shows good planning and organization). The pictures are put up at eye level along chalk rail.

9.45 - Both teachers are finishing about the same time. Catherine's group sings as Mary's group is finishing.

9.47 - Mary's group finished with a song.

Second Small Group -

Catherine's group - color - shape Bingo - Might have moved too fast - could all children easily see. After a child BINGOed they had to call back what they had.. (be careful not to overstep objectives). Children appeared to be able to accomplish identifying colors and shapes, however! The child that BINGOed became call

10.00 - Clean up song by Catherine. Her group is taking their chairs to large group area while Mary is getting her group ready. As children are finishing the puzzle they're on they carry their chair to large group.

Children are directed from large group to go and get their coat for outdoor play and then they return to large group area until all are ready for outdoor play.

10.10 - Outdoor Play -

10.40 - Came in from outdoor play - bathroom and put up coats. Children in large group area acting out - "I'm as tall as a tree....."

10.45 - Children still in large group area while teachers set up selected free choice areas - crayons and paper, colored building blocks, shape blocks and container, mailboxes on floor.

10.57 - Clean up song (it's actually more of a chant). Children put their things away and join large group area - some children are a little fussy over the seating arrangement - who sits where.

Second Large Group -

Talk about leaves changing color in the fall - Catherine directs some children to point out specific colored leaves on board. Review of fall things. Questions about different seasons a little confusing. Autumn action verse - it's apparent children have done this before.

11.07 - Lining up for lunch.

11.40 - Return from lunch - a child for the afternoon session has already arriv Children are in large group area and Catherine is passing out coats - standards "When I hold up your coat, you hold up your hand." Children are dismissed when their names are called.

Afternoon session - (Plans for p.m. group is same as morning).

Only seven children enrolled!! - Format similar to a.m. group.

C. EVALUATION WITH STAFF

I exchanged comments and suggestions with staff casually during outdoor play and at transition times. Then, at the end of the a.m. session, I sat down with Catherine and Mary for about 20 minutes. This classroom is closer to DARCEE than any I've seen lately. No major changes need to take place, just a few minor adjustments. The team was very receptive to my suggestions. They showed concern for wanting to get parents involved - I greatly encouraged this!

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

[I'd like to preface this list with a comment on how well organized this classroom is - very much like DARCEE, shows a great deal of thought, team work, and good implementation of the Model].

1. Materials should be representative of the unit in large group - flannel tree should have fall leaves.

2. More variety with verbal reinforcement and more selective in reinforcing standards that should be internalized by now (i.e. "Johnny, I am proud of you for remembering to sit up big and tall." "I can tell that Mary is ready to go outside because she has her hands in her lap." "Linda, you wore your special thinking cap today - you were able to put that puzzle together on your first try.")

3. Balance selection of skill objectives for small group activities. Notice the 5 major categories in "Mini-Monster" listed in the table of contents. Both structured small groups should be representative of 2 different skill categories.

4. For easy reference, list the category on lesson plan where the objective comes from.

5. Be aware of Shella's social needs and try to involve her with the other children on the playground.

6. Be careful not to encourage Shella to speak out by giving her a turn when she does. The "trick" would be to call on her before she speaks out and reinforce her when she has to wait her turn. (Note: this is a bright child, somewhat non-social, seeks adult approval, has difficulty in delaying of gratification).

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 19, 1973
School: Clisby
Staff: L.T. Catherine Woolfork
A.T. Mary Habersham

City: Macon, Georgia
Principal: Mrs. Newton

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

- Large and small group content.
  More positive reinforcement observed during transition than on last visit.
  Written Lesson plans.

What, if anything, did you as trainer see that disturbed you?

- Too many items going up on bulletin board at once.
  Motivation stars (badges) being used incorrectly.

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: February 19, 1973
SCHOOL: Clisby
PRINCIPAL: Mrs. Newton
LOCATION: Macon, Georgia
STAFF: Catherine Woolfork - Lead Teacher
Mary Habersham - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom.
2. Evaluate with staff at the end of the day and give feedback from observation.
3. Focus in on previous trainer's recommendations to see if teachers were able to follow up on them.

ARRIVAL:

7:50 - Stopped by office - escorted by Mrs. Newton to Catherine's room. One child present - Catherine just arriving as I entered classroom. I informed them that I would only be staying for the morning session.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

The room is very neatly organized. Chairs are positioned in large group in middle of room - 2 small group areas on opposite sides of the circle. Walls have few products up - on bulletin board are 2 shape charts - color links beneath each child's name on opposite wall. Children's products (dittos colored in) beneath chalkboard.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

8:09 - Another child enters - Catherine greets child - "glad to have you back after so long." - 3 children now present - 2 sit in large group chairs one on floor with shape tray - Catherine directs 2 children seated to "play with something out on floor if you want to." - Catherine comments to me that she is about to begin the Forest Animal unit. She wanted to do Pets next, but could not find enough information.

8:15 - 2 more children have arrived - both playing with mailboxes.

8:27 - 2 children, Lisa and another little boy are having a few problems sharing the blocks - Catherine goes over, distributes the blocks evenly - asks each child to "build" a certain building - "hospital," "fire station," etc. - Catherine continues collecting lunch money as children arrive, one or two about every 5 or so minutes.

8:37 - Mary arrives - explains to Catherine why she is late. There are 14 children present - 19 enrolled for A.M. session - 9 enrolled in afternoon.

8:50 - Clean up time - only Catherine sings - very orderly - children go to Chairs for large group - one child has brought a car to school - children fascinated - Catherine directs child to put car away - reinforces children who have on "zippers." - Catherine selects 2 children who are "sitting up big and tall" to take money bag to office. - Catherine: "I'm looking for someone to lead the line." - Children sit at attention - 2 children called on to lead the line. Standards "Walking boots" - "stand up big and tall" - group leaves room. - I took this time to look at block plans posted on wall. (See recommendations to staff).

9:00 - Large Group -

Catherine: "Good morning boys and girls" - children: "Good morning Mrs. M." "What do we do in large group?" Children: "We put on our listening ears" - Catherine: "Why do we put on our listening ears?" Children: "To hear better." Same thing repeated for "looking glasses" and "thinking caps" - children have obviously memorized same words to repeat each morning. - Song "Farmer in the Dell" - children participate by coming up to front of circle as each character is named in song. - Catherine introduces "Farm." Asks children "Who can tell me what a farm is?" Children don't understand question - several say things like "it's a farmer" - "the farmer takes a wife" etc. One child names some animals that live on a farm. - Catherine gives definition - asks children to name animals that live on a farm. Gives clues for animals that live on farm - as each child guesses the name, he gets to put that animal on bulletin board. The bulletin board is not large enough. The pictures are commercial cardboard prints. Children have so far put up a large red barn, a cow, turkey, pig, chickens, duck, sheep, goat, horse, rabbit, and a tractor. - Mary helped children place each item on board. - Background of bulletin board is white with red valentine border. - Catherine asks group again "What did we say a farm is?" One child gives fair definition.

9:17 - Each child gets to put apple on tree for "sitting up big and tall." Catherine calls each child's name - each walks over to table - picks up his apple - pins it to large cardboard tree on wall behind large group circle. - Catherine asks each child "What day is it?" - About 8 say "Monday" using a complete sentence - Catherine doesn't correct wrong answers, but reinforces a child for using a "sentence!" It is only after each child has a turn to say the name of the day, that Catherine says "Congratulations to everyone who said "Monday," then shakes each child's hand who was correct. I made a special note to talk to her about this.

9:30 - First Small Group -

Both teachers read a story at table. Mary does not hold book up as she reads - she reads some - then moves the book from one end of table to other so all can see. Seating arrangement poor at both tables. - Catherine is through reading story after about 2 minutes! She begins asking questions - some children answer correctly - others don't know much about story. - Mary's group mostly visually wandering - she has to ask one child to sit up - child has laid head down on table. Mary tells child "You will have to sit in large group circle if you can't sit up big and tall."

9:37 - Catherine's group finishes first activity by singing "Mary Had a Little Lamb" - Most of Mary's group turns around and listens. Mary tries to get feedback about story - most children show very little interest - she has to ask same child to sit up again.

9:40 - Second Small Group -

Both groups again using same activity - crayons and dittos. Mary lets a child pass out crayons - holds up picture of pig already colored - directs children to color theirs just like the one she has put on chalkboard - don't know why there is a model - there's only one pig on the paper and it's colored brown all over. Both groups get very involved in coloring dittos. Mary moves around talking to individual children about doing "a neat job today."

9:44 - Catherine's group finishes their pictures/they rubbed crayon over paper to cause an animal imprint to appear. Each child puts his picture on the wall beneath the board.

9:46 - Catherine lets Michelle bring her car to the table to share - Michelle places it in front of each child at the table - children get very tickled as they get a turn. Michelle puts car away - Catherine leads song "Old McDonald" - Mary's group puts pictures up on same wall alongside other pictures. Children did excellent job of coloring within lines.

9:50 - Transition to large group circle - Children get coats individually - takes up more time than necessary.

10:00 - Outdoor Play -

10:30 - Children return to room - sit in large group area - put coats away individually. Catherine: "Remember we give out stars for leadership and for doing a good job."

10:36 - Line leaders chosen to lead group to bathroom. Child in line asks me what I'm writing. Catherine sets standards for following leader in each line.

10:42 - Children return - Catherine: "Listening ears" - announces choices.

Choices: Housekeeping, Books, Clay, Unit Blocks.

Catherine sets limits of 4 to each area (Should have told Lisa she could join housekeeping area if someone wanted to leave). Catherine interacts with children in housekeeping area. Mary alternates between block and clay. -

6 children at housekeeping
4 children at blocks
6 children at clay table

Mary puts books away before S.F.C. is over. - Mary tells group at clay "There's only about 3 or 4 minutes before clean up."

10:58 - Catherine sings clean up time. Housekeeping clean up was already under way. Back to large group area after each area is cleaned up - a lot of moving from chair to chair - Catherine gets chairs on the line - reminds children of time to give out stars. - Review morning - "What did we talk about this morning?" "What is a farm?" Children are able to answer latter well - have trouble with two former questions. Catherine asks some questions that pertain to things that have not been discussed. Ex. "What do we get from the pig?" One child finally answers correctly. - Clue game - clues given for correctly naming animals on board - good clues - children have no trouble guessing correct animal from clues. Mary reinforcing each child when responses are correct. - Catherine varies game by pointing to an animal, then calls on someone to tell something about the animal - only goes over about 2 or 3 animals.

11:07 - Selection of line leaders to go to lunch room.

11:10 - 11:30 - Lunch

11:35 - Children back in room - get wraps - parents waiting outside door - Dismissal.

Met with staff from 11:40 - 12:00.

C. EVALUATION WITH STAFF:

See section D. of this report.

D. RECOMMENDATIONS:

1. Don't forget to reinforce when children are doing well during arrival time - remind children or let them tell you what things they need to remember - ex. share the blocks - "We build with the blocks," etc.
2. Both small group activities do not need to be a unit related activity.
3. Need variety in Free Choice items listed for week.
4. No math activities - buffers need to be materials, not just fingerplays.
5. Vary the way standards are set during large group introduction.
6. Children didn't understand question ""What is a farm?" - Say it different ways.
7. Too many things went up on bulletin board at once - put animals up as they are discussed - one or two at a time.
8. Start putting apples on tree after small group instead of right after large group.
9. Correct children who give wrong answers. Give clues, so children won't have to guess - children who don't know being denied handshake.
10. Vary the way the days of week are done each day.
11. Small group stories should have had an appropriate seating arrangement. Know story thoroughly so book can be "read" while showing pictures.
12. Story too short! Catherine - be sure enough discussion takes place before children are asked to recall specific incidents in a story.
13. How far have groups gone in Mini-Monster on math, shapes, sizes. What have you done with auditory discrimination skills?
14. Set standards for "zippers," "raising hands," before you begin activity. Don't wait and have to reinforce for "keeping Zippers on" - set standards first, then reinforce.
15. Let children get coats in groups to save time.
16. Set rules for bringing toys to school. Share - then put away until time to go home.
17. Suggest dividing groups into 2 - one independent to focus more on individual skill levels within the 2 groups - work on independence.

18. Be specific in designating what stars are given for at end of day.

19. Add dress up clothes to housekeeping center - raise limit so 2 more can play.

20. Supervise blocks more closely during free choice - set standards at beginning in each area.

21. Lengthen Free Choice time - cut 5 minutes off playtime. Make transition from outside to putting away wraps quicker.

22. Be sure Lisa and ______? are seated separately.

23. Limit stars to behavior only - not for some whose skills are more developed than others - (ex. stars for ones who colored neatly is not appropriate).

Reinforcement for:

1. Well organized room.
2. Well planned - block plans - lesson plans - schedule posted.
3. Smooth transitions.
4. Positive attitude toward children on part of both teachers.
5. Good large group and small group content.

SITE VISIT OBSERVATION/FEEDBACK REPORT

RECEIVED
OCT 13 1972
NATIONAL COORDINATION CENTER

DATE: 9-19-72
TIME: 12.20
SCHOOL: Green St. (155 N.W. Boundary St.)
PRINCIPAL: Mr. Metts
LOCATION: Macon, Georgia
STAFF: Mrs. Joyce Harper - Lead Teacher
Mrs. Mary Irvin - Assistant
Mrs. Margie Jones - Assistant
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
   a) answer questions staff has
   b) give constructive comments on specific trouble spots
   c) give positive comments on specific situations that are appropriat

ARRIVAL:
I was met by the secretary - went to the room and talked with Joyce while the afternoon group was at lunch. Before the afternoon session started I met Mr. Metts in the hall. My visit was expected.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -
From the looks of the bulletin board - the class is on the Unit ALL ABOUT ME. I was particularly impressed with the color coated envelopes (according to small group) that keep the children's work from the day and the parents pick up when they come for their child'ren. - This is the 2nd week on Unit. The enrollment is incomplete for afternoon session.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
12.45 - Children came in from lunch and started into their small group activities while bathroom time is intermittently worked in - the small group activities are actually "fill ins" while children are being bathroomed.....blocks, clay, scissors and paper.

12.50 - Children are being called to L.G. - Appropriate use of reinforcement as children come to L.G. by all teachers. "Mr. Yellow Bird" song - The teachers sing responses for children - the children say their name. L.T. "everyone looked in their pocket and found that special thing - smile!" (L.T. has enthusiasm). - Counting with children - L.T. called up three boys, one at a time for one to one correspondence. She did the same thing with girls and chose those children based on who was following standards for L.G. - Introduction of SALLIE for dressing. A couple of the girls got down on the floor, but reinforcement for those sitting in their chairs got them back in their chairs. Good sequencing of what you put on when and how many of each items, i.e. socks.- Children are slightly restless. "Children we don't have time to undress Sallie today." Returned to small groups.

1.08 - 1st Small Group - focused in on Margie Jones - good setting of standards - listening ears, etc. Mr. Jones "How many times did I clap my hands." (Activity 1 - 5 counting). - Related questions to "How many eyes, ears, nose, etc. have" using PLDK pictures - M. Jones has children to stand and move to L.G. area on floor around flannel board - 3 flannel turkeys put on board by M. Jones - she then asked Robbie to do the same thing.

1.15 - Children are having slight problem crowding one another. Each child has a turn to put 3 flannel items on the board - M. Jones reinforces each child's response - activity seemed to be geared to the appropriate level of difficulty - M. Jones is then preparing children for going outside to find 3 rocks each and give them to her.

1.17 - Since M. Jones' group left I am now focusing in on Mary Irvin's group (matching color). She has what looks like color lotto. M. Irvin is being supportive of children's efforts. She has 3 children to work with.

1.21 - M. Jones' group has just returned - L.T. is singing clean up song with her group - M. Jones has her children to put their heads down for a minute and then has them to stand and stretch for a second -

1.25 - M. Irvin's group - 2nd small group - puzzles - brief, but good introduction of puzzles - good guidance and reinforcement during activity.

1.30 - Excellent story presentation and recall of "Three Little Pigs" in M. Jones' 2nd small group - children very involved (paper bag animals and paper construction houses).

1.35 - Some of the children in L.T.'s group are anticipating end of activity by singing CLEAN UP SONG - continue singing slightly while putting up beads and strings.

1.37 - Buffer for M. Jones - a feel box - "Find something that you use to cut things with." (Scissors) - each child closes eyes while he reaches into the feel box - that leads into a describing guessing game.

1.40 - Each small group takes turns getting a drink of water - L.T. group is singing THUMPKIN - all getting ready for play. (It is extremely hot to the extent that it has a definite effect on the teachers and children - a little restless and sluggish).

2.15 - Come in from outdoors - so hot children are having to take a rest in order to cool off.

2.20 - Children are told about s.f.c. - which teacher will have what activity in designated area - children are asked individually where they'd like to go - Bernard is somewhat aggressive in the housekeeping corner - he's only been present 3 or 4 days - but L.T. redirects his energy in a positive channel - 4 boys and one girl in housekeeping corner - they are really involved in role play - floor blocks and puzzles are the other choices - no children change from one area to another - children very cooperative during s.f.c. and in cleaning up.

2.40 - Clean up time from s.f.c.

2.42 - Calling children to L.G. who are ready - Bernard wasn't ready at first, but the minute he "halfway" tried L.T. called him up saying that he was trying so hard - children came without their chairs. - Record (Instructor Publications - Le Crom "Rhythm and Movement") with music and movement - ladies bowing and gentlemen bowing - review of bowing before record begins.

2.47 - After record - "go to your table with your special teacher" - this got the children back to their own small groups.

2.50 - Children are called back up to L.G. with their chairs. All teachers make good use of role models, especially L.T. and M. Jones.

2.55 - "Wake Up Your Singing Voices" - "If You're Happy & You Know It"...... (Gary wanted to sing this earlier - L.T. mentioned this to introduce song). Review of matching colors using colored crayons to match with a bird that is the same color on the bulletin board - Each child is getting a turn and praised for matching (Children needed a lot of resetting of standards, but it was effective - the resetting of std. involved using a role model rather than just stating).

3.00 - L.T. is having children now to come up one at a time by asking them to "touch a yellow bird" and respond in a sentence..."This is a yellow bird." Parents are beginning to pick up their children.

why?

Do they have PTE?

C. EVALUATION WITH STAFF

There were no individual lesson plans. Margie Jones had a spiral notebook where she kept a record of her daily lesson plans, however. The block plan was a little incomplete. During large group, reinforcement and the utilization of a role model for two children who had trouble staying in their chairs was successful.
Most of the evaluation session was spent on discussing units, sequencing of skills (mainly an explanation of matching, recognizing,

What did you say? What did they say?

identifying, and in some cases reproducing) and regrouping of children.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
Check individual lesson plans, block plans, and how children's progress is being recorded in the "Mini-Monster." There may be some further need to go over sequencing of skills and "how fast" to move the children.

Is this being used

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 9, 1972
School: Green Street
Staff: L.T. Joyce Harper
A.T. Margie Jones
A.T. Mary Irvin

City: Macon, Georgia
Principal: Mr. Metts

Trainer
Submitting
Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1 X	+2	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2 X	-1	+1	+2	

What, if anything, did you as trainer see that pleased you?

Items 1 - 5 and 10. Block plan for week.

What, if anything, did you as trainer see that disturbed you?

Lack of written lesson plans.

What were the skill objectives and attitude objectives listed for today?

Lesson plans not written by staff.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 9, 1972
TIME: 8.20
SCHOOL: Green Street
PRINCIPAL: Mr. Metts
LOCATION: Macon, Georgia
STAFF: Joyce Harper - Lead Teacher
Mary Irvin - Assistant Teacher
Margie Jones - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe the overall classroom operation (implementation of the DARCEE essentials) and provide feedback to staff.
2. To get feedback on Manuals.
3. To follow up on recommendations made to staff by trainer on last observation/feedback visit.

ARRIVAL:
Entered school around 8.20 - Went to office - waited a couple of minutes for Mr. Metts - taken to classroom by another teacher.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

8.30 - Many children already here - some still arriving - a mother, who is an aide at the school, is preparing a slide projector to be shown later. All three teachers are busy preparing for the day at 3 small group tables - children are busy with crayons and paper - Margie and Joyce interact periodically with their groups. - Joyce reiterated her comments made to me during "the meeting Tuesday." There are two little boys the teachers are concerned about. One, supposedly, is retarded. (Joyce asked me if I could pick him out - I couldn't). The other child, supposedly, has some kind of "emotional problem." Joyce asked me to observe these two particular children today to see if there were any suggestions I could make.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

Large Group -

8.45 - Joyce calls children up to large group circle - it really is a circle instead of the usual taped semi-circle in the large group area. 20 children present - 2 white, 18 black. - Margie helps Joyce get children seated - Mary doing lunch money collection. One of the little boys

I'm to watch - Joe, is jumping around now saying something I don't understand - Joyce reinforces other children for "sitting in their chairs and waiting." Joe goes to his table and sits. No reinforcement for Joe for this - Joyce calls Joe up - it takes a little while for him to respond - he does after a moment - Mary helps him with chair - have not observed anything out of the ordinary from the other child. - Joe is frequently making comments about what's going on - not unusual - but he talks quite loud. - Joyce leads group in "Where is Mary" song. Mary is sitting behind Joe - Joe not singing but watching others - turns around to Mary to show her the buttons on his shirt - Margie left room with some papers returns shortly - sits behind other "problem" child. - Now singing "Where is Joe' Mary helps him sing - Joe sings on every 3rd or 4th note - gets up to show Margie something on his finger - goes back to chair - listens to one child singing - his attention is very sporadic - focusing on Joyce infrequently - mostly involved in himself - licking fingers - shaking head, closing eyes - constantly appears to be biting nails - is now very interested in musical instruments Joyce has brought out - even this interest is broken by interest in the little girl beside him. - As soon as Joyce puts Joe's instrument on floor in front of him Joe picks it up - Joyce praises others for leaving instruments on floor. Mary whispers to Joe - Joe leaves his instrument alone. He seems to be picking up on what other children are doing rather than what Joyce is saying. - Joyce setting very specific standards for using instruments - Margie starts music - Joe picks up instrument right away - Margie has wrong record - Joe puts instrument back down - Margie quickly finds right song - Joyce directs everyone to pick up their instruments and play and everyone plays! - Drowns record out - permanent damage to the ear-drums! - Joe having a great time - smiling - record ends - all instruments quiet immediately - Joyce praises group for remembering to stop with music. Other child who is suppose to have problems has been following standards as well as other children - Joyce lets one half of group play - other half rest - a few that are suppose to be resting pick up instruments also - including Joe. Joyce giving James (other problem child) individual praise for having "good listening ears." - Other half of group picks up instruments when Joyce picks up hers - plays a short while - put them down when Joyce does - teachers collect instruments - talking to children all the while - Joe visually wandering again. Margie directs children to stand - changes places with Joyce in front of large group. All sing "Brown Squirrel" - Joe standing watching - not singing - he sits when everyone else does. - Joyce back in front of circle - announces "Speckled Frog" song because she promised Joe he could sing it today. - Joyce appoints first 5 children from end of circle to be "frogs" - goes through song talking instead of singing. Most children are able to repeat words correctly - Joe is speckled frog number one - he "jumps into the pool" at the appropriate time - gets up, puts foot in Joyce's lap for his shoe string to be tied - Joyce ties his shoe continuing the song. - Discussion follows of "zero" - a few children know what it means.

9.20 - Children back to tables - by groups - a few chairs bump, but otherwise pretty smooth. - Joe is in Mary's group - will focus on her first small group.

First Small Group -

Joe watching me very intently - tries to get Mary to look in my direction - Mary busy involving children in fingerplay. Brings out treasure box - passes out sheets of plain white paper to each child - sets standards for leaving paper on table, hands in laps - Joe doing well so far - Mary gives each child a black construction paper sheep - Joe leaves table to go to bathroom. - Across the room - Margie is using pegboards, setting standards well. Joyce is using flannel board - can't see what she's doing - all children watching attentively. - My attention is abruptly brought back to Mary's table - Joe stamps his feet - is upset because he wants "to paste now!" - Mary tells him to wait until "I tell you what to do." Joe waits but is unhappy about it - Mary fortunately let him be the first one to begin - Joe being very intent on getting paste on carefully. He's the first one to finish - Mary helps him re-stick lamb so that it is sticking on paper instead of on table - Joe not satisfied with his paper - puts more paste on lambs legs to make them stick - then decides to take the whole thing off and paste all over again - Mary tells him he has enough paste - Joe continues to paste - has too much on his fingers - goes to sink to get paper towel - wipes his hands - gets more paste - continues to paste - Mary again tries to help him finish - Joe says "He ain't got nothing on his leg!" - All other children finished - Joe still busy pasting legs.

9.25 - Clean up time song. Joe finishes - washes hands at sink - playing in water - finally stops - dries hands - unbuttons shirt - becomes very absorbed in his shirt sleeves which are wet now - goes to bathroom again - Mary ignores him - writes names on other children's pictures. - Margie and Joyce appear to have started their 2nd small group. - (Left the room).

9.45 - Second Small Group -

In progress at each table - Joe is over visiting Margie's table - watching children paste - goes over to Joyce's table - Joyce continues doing her activity - Joe goes to water fountain - is becoming noisy - Mary stops her story and takes him to another area of room to sit alone - unfortunately it's right beside me - I will have to move (Joe is attacking me!) - not really, but he is very interested in what I'm wearing also what I'm writing - Joe gives me a goodbye tap when I get up to leave - yells across room for me to "come back!" Ignoring him so far has had little effect. - Mary has finished story - Joe still seated away from table - Mary leads group in "Baby Bumble Bee" song - Joe comes over to table to listen - sits down beside Mary.

9.55 - Children getting coats to go outside - things get a little chaotic - everyone moving around at one time - children line up at door - teachers help children bundle up. Joe wants to know if I'm going to stay in - I tell him yes - he asks again - I tell him yes again - also tell him Mrs. Harper wants him to line up. Joe goes to end of line. One child in line has scratched the record on the record player - Joyce has a private "conference" with him.

10.45 - While Mary and Margie went outside with the children - Joyce stayed inside with me to talk. I gave her my ideas about working with Joe - my comments covered the following:

1. Cannot give any hard and fast answer as to Joe's problem from an hours observation - am not qualified to determine what constitutes retardatior
2. Joe's attention span very short - needs direct eye to eye statements made individually to him - he does not hear or attend to standards set for entire group.
3. Needs immediate and consistent reinforcement for appropriate behavior.

Mary, Margie and Joyce get materials cleaned up from free choice - (I missed the events of free choice) - Joyce wanted to talk about the meeting on Tuesday - most of what she said involved this team's disappointment with the whole thing, especially, the memo. Joyce assured me that they have not changed the schedule nor do they intend to. She feels that "some people are only trying to build themselves up."

10.50 - Joyce shows a film strip of animals that hibernate. - Margie trying to help Joe attend.

10.55 - "Good bye" song - "I'm so Glad" - Joe about 4 words behind others. Joyce remembers book that she didn't finish reading the day before - reads last 4 pages - Joe and James talking and moving around - James back on top of table - Joe is absorbed in Margie's watch and ring - Margie gets up - Joe moves to shelf - shuffles papers - Mary gets him - seats him beside her - James is at back of room wandering around - Joyce finishes story - lines children up at door - ready for lunch - Margie has James in her lap - Joyce's group lines up - Mary sets standards for how to line up for her group - Margie reinforces children who are "ready" to line up. Margie and Joyce come over to make sure I notice James who is now beginning to act up. All leave to go to lunch - Mary brings 5 children back to room - seats them at table - resets standards - lets them line up again.

C. EVALUATION WITH STAFF

The evaluation session was taken up by a discussion of the two children named in this report. The suggestions I made are included in the following list.

1. Give Joe directions again - just for him - he can't delay very long - be consistent with him. Tell him what's expected - he does not respond well to positive reinforcement or ignoring.
2. Transition from 2nd small group to outside play a little chaotic - set standards - organize more carefully.

3. James should have been removed from table - disturbing other children - blocking view of other children.

4. Standards for watching film strips not set.

5. James should have been reinforced after returning to chair - voluntarily.

6. Individualize reinforcement more - mention individual children's names.

7. Do not encourage Joe's inappropriate behavior by allowing him to wander around when he wants.

8. James needs to be handled firmly - directly but positively.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

1. If Joe and James are still enrolled - see if teachers are handling their inappropriate behavior appropriately.
2. See item 6 in section C. of this report.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Tuesday, February 20, 1973
School: Greene Street
Staff: L.T. Joyce Harper
A.T. Margie Jones
A.T. Mary Irvin

City: Macon, Georgia
Principal: Mr. Metts

Trainer Submitting Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1	+2 X	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1	+2 X	
7. Attitude Development	-2	-1	+1	+2 X	
8. Unit Approach	-2	-1	+1	+2 X	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1	+1	+2 X	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

What, if anything, did you as trainer see that disturbed you?

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, February 20, 1973
SCHOOL: Greene Street
PRINCIPAL: Mr. Metts
LOCATION: Macon, Georgia
STAFF: Joyce Harper - Lead Teacher
Margie Jones - Assistant Teacher
Mary Irvin - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe day's activities, looking for the degree of implementation of the DARCEE essentials.
2. Observe day's activities and ask questions related to items presented during last inservice (if suggestions are being implemented).
3. Give staff feedback based on objective 1 and 2.

ARRIVAL:

I arrived 12:55, thanks to a dumb cab driver that got lost. At least I got an exclusive tour of Macon's Railroad yards and the magnificent warehouse district. First, he delivered me to Ada Banks School and when I informed him this was not the location I had requested he called the dispatcher. We passed Ada Banks school five times; I think the cab driver thought if we passed that school one more time I would get out even if I didn't want to visit there. I did check in with Mr. Metts on arrival at Greene Street and was escorted to the classroom in grand style.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Not time for leisurely surveying room.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

Arrived 12:55 - Large Group is in session. Children are seated in large group circle. Joyce is conducting large group. Mary and Margie are sitting behind their groups of children. Joyce is asking children to label things as "seeing it, hearing it, smelling it, tasting it" or a combination of several. - A record is played (about Smokey Bear). Atmosphere seems very relaxed and positive. They're on forest animal unit. - Introduces a game - tells them how to play the game. Clap hands if right; answer no if answer is wrong. Children are positively reinforced for responding. The statements relate to review on Forest Animal unit. - Line leader chosen - record played - children march around the room. Bend and stretch record played. - Children are positively reinforced for following directions. This ended large group.

12:12 - Joyce requested that we spend the time discussing the Mini-Monster. There isn't enough afternoon enrollment for three small groups.

3:00 - Returned to room. Children are getting ready to depart.

Information on Summary Sheet is based on talk with Joyce on the use of the Mini-Monster; interview type information from Joyce, Margie, and Mary during time after children's departure 3:00 - 4:00; examination of lesson plans, Joyce's block plans, schedule; observation of teacher - teacher interaction and the short observation of the classroom.

HAMILTON [illegible] HADDOCK

RECEIVED
OCT 13 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 9-19-1972
TIME: 8.10
SCHOOL: Hamilton
PRINCIPAL: Mr. Alfonso Epps
LOCATION: Macon, Georgia
STAFF: Mrs. Clifford Haddock - Lead Teacher
Mrs. Daphne Scott - Assistant
Mrs. LaConstance Smith - Assistant
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To give support for starting of school year
2. Observe team work between lead teacher - assistant(s)
3. Observe DARCEE essentials being implemented
4. Evaluate the school day with staff
   a) answer questions staff has
   b) give constructive comments on specific trouble spots
   c) give positive comments on specific situations that are appropriate

ARRIVAL:
Mr. Epps greeted me at the door and showed me to the room. He was expecting me and so were the teachers.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -
Classroom shows that they have started the "All about me Unit" - Bulletin board is partially complete (a growing b.b.). Pictures of girls and boys that children have pasted together are displayed on a closeline at children's eye level.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY
8.30 - Some of the children have arrived and four things are taking place - bathroom, collecting money, looking at books, name tags.
Clifford has advanced group
Connie has middle group
Daphne has slow group

8.40 - Children are coming in slower than they usually do - they are warmly greeted by the teachers as they come in - the children show a great interest in looking at the books.

8.45 - Children are being called to large group - a very smooth transition - children need little or no reinforcement for procedure. A girl came in a little late - bathroom etc. - Clifford made her feel important by having group wait to sing'Mr. Yellowbird' when she joined L.G. so she could sing her name, too. Assistants as well as L.T. handled reinforcement appropriately during L.G.

8.55 - "I have a surprise for you.....do you know what it is?" - some children reply "A filmstrip" - L.T. "And how can you tell?" - some children reply by either saying or pointing to the projector and screen. Seating is rearranged so all could see screen - then L.T. sets standards for looking at "Ginger Bread Boy" during story L.T. asked children how many eyes did old lady give ginger bread boy....child replied....L.T. named different parts of body and asked children how many did old lady give "Ginger Bread Boy" - child replied - then one to one counting of buttons. L.T. got children to sing with her "run, run, as fast as you can, you can't catch me, I'm the "Ginger Bread Man!" Excellent telling of story and keeping children involved.

9.03 - Filmstrip ended - L.T. had recall of story with questions - "Raise your hand if you know the answer." L.T. stressed the word "sly" in describing fox - L.T. tells children that Mrs. Scott has made them some gingerbread men to have later on today.

9.07 - Return to small groups - focused in on Connie Smith's group (all groups are doing similar things) - sheet with outline of g.b. boy - Introduction "Open Them Shut Them" - then Connie showed group picture of g.b.boy "What's missing?" Brief discussion - then everybody works as a group with Connie's direction to putting two "green eyes.....red mouth...." etc. Children have little to no trouble following the teacher's directions (Class room is relatively quiet and orderly). Connie discusses story with children as they are coloring in the body - Connie colors one and shows group....... it's obvious that some are having trouble staying within the lines.

9.15 - D. Smith's group and L.T.'s group are doing buffers - D. Smith told Connie that she still had some more time to finish up - Connie appropriately reinforced during activity and as each one finishes she puts their name on their picture. As children finish Connie asks them to put their crayons in their baggie (overheard slight negative comment from D. Smith - "You're cheating, I haven't said put your hand in your baggie, yet!)

9.20 - D. Scott's group - Color lotto (blue, yellow, green, red). - D. Scott is asking children to identify colors. Charlie couldn't identify blue - D. Scott was slightly negative toward him - "Mark you're not paying attention.".....There is a mixture of positive and negative statements.....half way through D. Scott has children to recognize color. (I get the feeling she is confused about the sequence). She is requiring children to say things in a sentence!" - Putting material away by saying "Pick up green and put it in your baggie - this is green." "Give me your baggies.....give me your boards, please."

9.30 - Buffer is brought out by D. Scott - a book - D. Scott talks about color of grass and sky in book.

9.35 - Bathroom time for D. Scott's group. (Schedule shows that bathroom time is from 9.35 to 9.45 - There is a restroom in the room). A lot of children are having to wait in line at one time - a little restless - L.T. comes over and reinforces a few individually for being able to wait and stand in line. - D. Scott is on floor in L.G. and is singing with those that have finished bathroom routine.

9.46 - Children are finished - dividing up for structured free choice. Teachers try to accomplish 3 things: give children a choice, get children to work with a different teacher and have relatively same number of children in each group - L.T. basketball, D. Scott - floor blocks, C. Smith - crayons and paper. - (I am a little concerned about the rather shyness and/or apprehensiveness of the children ....they are all involved in one of the activities during s.f.c. The L.T. is extremely motivating with the children - she uses a lot of expression - It appears that the s.f.c. period is helping the children to loosen up).

9.55 - None of the children changed groups.

9.58 - Clean up song for ending s.f.c.

10.00 - All gather in L.G. - review gingerbread song - set standards for outdoor play.

10.30 - Came in from outdoor play - washed up for lunch and got water.

10.40 - Children go to L.G. area after washing up - L.T. is talking with them "Open Them - Shut Them" - short story book BROWN PUPPY. This is really calming children from outdoor play and setting tone for lunch.

10.45 - Cafeteria lady notified class - ready for lunch. L.T. quickly finished story and set standards......."walking boots" -

11.15 - Back from lunch - 2nd L.G. - Review of morning L.G. and story -"raise your hand if you know the answer" - good review and recall of story. L.T. made distinction between real and make believe - "Do you think that the gingerbread boy really jumped out of the pan and ran away?"....This is a make believe Story - a fairy tale.

11.30 - "Five Little Ducks" song - a stand up - active type of song - (I didn't see the end of the day because I was called to the phone).

C. EVALUATION WITH STAFF

I spent only a half day with this class, therefore, evaluation was a little unorganized. During outdoor play I talked with Clifford mainly about her assistants' personalities as having a direct effect in dealing with children. Daphne is British and both Clifford and I feel that this explains for her somewhat abrupt approach that comes out a little negative at times - however, I couldn't detect any harmful effects it had on the children. Clifford and I saw it as a possible asset in working with children that needed to be contained. Connie is quiet - I'd like to see her show a little more enthusiasm and joked with her about it on the playground.

After the morning session the staff and I sat down for a few min. Brief review of day - Daphne does understand sequence of match, recognize, and identify - what she was doing in her activity with color was introducing "identify" for the first time. Because some of the children were unsuccessful, she went back through the other steps as a review.
Buffers were discussed a little as to their purpose. I got the feeling that the staff thought that they should use buffers to end an activity.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
This team is doing a good job and their classroom shows it. Two things to be aware of: Daphne's negative statements and use of buffers by all the teachers.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 9, 1972
School: Hamilton
Staff: L.T. Clifford Mae Haddock
A.T. Daphne Scott
A.T. LaConstance Smith

City: Macon, Georgia
Principal: Mr. Epps

Trainer
Submitting
Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1	+2 X	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1	+2 X	
6. Skill Development	-2	-1	+1	+2 X	
7. Attitude Development	-2	-1	+1	+2 X	
8. Unit Approach	-2	-1	+1	+2 X	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1	+1	+2 X	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

I was very pleased with all the DARCEE essentials - especially the quantity and quality team work going on in this classroom.

What, if anything, did you as trainer see that disturbed you?

What were the skill objectives and attitude objectives listed for today?

1. Recall story in sequence
2. Numeral set association 1-6
3. Shape identification
4. Reproduce sets 1-6
5. Visual discrimination (likeness & diff.
6. Small muscle development

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 9, 1972
TIME: 8.30
SCHOOL: Hamilton
PRINCIPAL: Mr. Epps
LOCATION: Macon, Georgia
STAFF: Clifford Mae Haddock - Lead Teacher
Daphne Scott - Assistant Teacher
LaConstance Smith - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe the classroom activities, looking for the degree of implementation of DARCEE essentials.
2. Give constructive feedback to staff based on observation.
3. Follow up on previous trainer's recommendations.

ARRIVAL:

I arrived at Hamilton approximately 8.30. I checked in with Mr. Epps. He assured me they were delighted I was visiting and if there was anything he could do, let him know. I was escorted to the room by the secretary and loudly greeted by Clifford Mae. LaConstance and Daphne greeted me warmly, but less noisy.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

The room is arranged to indicate three small group areas and a large group area. The large group faces the wall being used as a bulletin board (a bulletin board with autumn scene). Children's products are displayed on this wall also (some at eye level, others not). Storage areas are either covered with doors or curtains. Room is well organized.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

Large Group - Children are seated in chairs in a semi-circle; Clifford is sitting on floor in front of children; both D.A.'s are seated on either side of semi-circle behind children. Clifford set appropriate standards for attending. Clifford is telling a story about a dove looking for an autumn home. Very animated. Children are spellbound; after story Clifford has children recall story in sequence. Children are positively reinforced for attending and remembering story. - Children in group recall nursery rhymes (Jack Be Nimble, Jack & Jill, Baa Baa Black Sheep, Peter Pumpkin-Eater, Little Boy Blue)."Three littl Ducks," "Good Morning, Mr. Yellowbird."

Transition from large group to small group - smooth.

First Small Group Activities -

LaConstance -

Using a ditto - numeral - set skill. Each child has a ditto with five socks and numeral 5 and a bag of crayons. Gave clear directions; children coloring ditto. LaConstance is talking with children about what colors they're using; she is on her knees in the floor. LaConstance writes names on papers and gives clear directions for closing activity.

Daphne -

Working on numeral - set association. Asking child to identify numeral, then get a set of popsickle sticks from a box. If child can't identify numeral, Daphne moves back to matching. Material being used is a teacher-designed one (numerals colored on square of tag, shoe box covered with contact paper, plastic colored popsickle stic Daphne is standing up, moving around table. Gives clear directions for closing activity.

Clifford is doing a bingo game with the children focusing on numerals. Children are involved; Clifford is being positive with children. She prepares the children for the close of the activity "There's time for one more game."

Second Small Group Activities -

Daphne -

Gives clear directions for game; has a matter-of-fact way of motivating the children. Play= ing a color and shape bingo game. Daphne is holding up small cards; if child has the same color shape on his board, he covers it with a plastic disc.

LaConstance -

Gives clear directions for game; using beaded pegs, peg boards, and single sheet designs. Each child has a different design. LaConstance is helping individual children complete design. Pegs have been counted (sorted out) into small cans covered with construction paper (green can contains green pegs).

Clifford -

Working on shapes, using crayon and paper (ditto). Atmosphere is positive and an expectancy that children will succeed.

Bathroom routine extremely smooth - teachers work well together.

Selected Free Choice - LaConstance announces what she will have at her table; Daphne announces what she has at her table; Clifford announces what she has at her area.

Choices available:

LaConstance - Simple object lotto -

Daphne - Counting cubes/matching design boards -

Clifford Mae- Basketball game (large shapes on board - bounce ball a specified number of times in front of a specified shape - skill: recognize shapes; identify colors; sets.

*Suggest an independent activity be introduced.

Clean up from s.f.c. extremely well organized. After s.f.c. children took chairs to large group circle, then put on coats and lined up to door.

Outdoor Playtime - all three teachers came outside with children.

Bathroom/handwashing process.

Checked lesson plans during this time - all three teachers are writing lesson plans and block plans.

Lunch -

Return to room from lunchroom.

Second Large Group - Clifford conducted last large group. Set general standards. Recall day in sequence.

Afternoon Session -

Children start arriving a few at a time; staff is involved in evaluating morning. Books have been placed on tables for children during this arrival time. Children are directed to use bathroom and wash hands before going to large group circle prior to lunch. In large group circle the group sang "Good Evening, Mr. Yellowbird."

Transition to lunchroom - extremely smooth.
Transition from lunchroom - extremely smooth.

First Large Group -

Conducted same as a.m. group. - They're on the Autumn Unit.

First Small Group Activities -

Same activities as used in a.m. session.

Teacher: Clifford Mae Haddock

Setting: Six children seated in chairs at small group table.

Activity: Recognizing numerals, using Bingo game.

Standards: Appropriate standards and directions given at beginning of activity. Materials handed out in proper sequence.

Materials: Teacher-made bingo numeral cards, red plastic chips. Each child has a bingo board and a pile of red chips.

Content and sequence: Set standards and explained game. Gave out materials to each child. Called out numerals, child puts chip on appropriate numeral. When child bingos, start again. Took chips up first, then bingo boards.

Second Small Group Activities -

Same activities as a.m. session. Conducted same as ones in a.m. session.

Bathroom process as children complete activities.

S.F.C. - Conducted same as a.m. - same choices available as a.m.

Transition from s.f.c. to large group circle - very organized and smooth. Chairs are taken from small group tables to large group circle at this point.

Outdoor Play - all three teachers go out with children. - Return to room from outside - bathroom and water.

Second Large Group -

Conducted same as a.m. second large group.

Schedule posted: 8.30 - 8.45 - Preparation
8.45 - 9.05 - 1st Large Group
9.05 - 9.20 - 1st Small Group
9.20 - 9.35 - 2nd Small Group
9.35 - 9.45 - Restroom
9.45 - 10.00 - 3rd Small Group
10.00 - 10.30 - Outside Play
10.30 - 10.45 - Wash up for lunch
11.10 - 11.30 - 2nd Large Group

12.00 - 12.15 - Preparation
12.15 - 12.45 - Lunch
12.45 - 1.05 - 1st Large Group
1.05 - 1.20 - 1st Small Group
1.20 - 1.35 - 2nd Small Group

1.35 - 1.45 - Bathroom
1.45 - 2.00 - 3rd Small Group
2.00 - 2.30 - Outside Play
2.30 - 2.40 - Restrooms
2.40 - 3.00 - 2nd Large Group

C. EVALUATION WITH STAFF

In middle-of-day break, all three teachers sat down and discussed the morning (large group - questioned whether the children could relate to the dove in the story; suggested the dove in the story (made up by Clifford) change to a pidgeon since the children see pidgeons in the neighborhood. Discussed small group activities in terms of individual children's skill level. Discussed seating arrangement in small group. I observed this planning and evaluation session.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

I observed the evaluation/planning session during the break-between-sessions. The staff is doing an excellent job and I had no recommendations to improve their performance.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 20, 1973
School: Hamilton
Staff: L.T. Clifford Haddock
A.T. Daphne Scott
A.T. LaConstance Smith

City: Macon, Georgia
Principal: Mr. Epps

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1	+2 X	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1	+2 X	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1	+1	+2 X	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

- Lesson plans - bulletin board - team relationship - positive approach.

What, if anything, did you as trainer see that disturbed you?

- Skill sequence - lack of adequate storage space - change in activities - schedule not evident at times.

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: February 20, 1973
SCHOOL: Hamilton
PRINCIPAL: Mr. Epps
LOCATION: Macon, Georgia
STAFF: Clifford Haddock - Lead Teacher
Daphne Scott - Assistant Teacher
LaConstance Smith - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom.
2. Evaluate with staff at the end of the day and give feedback from observation.
3. Focus in on previous trainers' recommendations to see if teachers were able to follow up on them.

ARRIVAL:

11:55 - Entered office - greeted by principal - escorted to room.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Large group in process. Discussion of George Washington.

12:05 - Transition back to tables. Each teacher gave me their lesson plans for the day.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

12:10 - Small Group -
Clifford - Set-numeral association 1 - 10.
Daphne - Identification of colors and shapes (primary secondary).
LaConstance - Coloring within lines - copying colors on a model.

Second Small Group -

Clifford - Paste and paper
LaConstance - Identification of numerals 1 - 10; numeral-set associati
Daphne - tracing outline of George Washington's silhouette.

LaConstance has very difficult activity - children are given 3 squares each containing a numeral 1 - 17. Children are asked to name the high numeral. He has then count out that number of chips from pile placed front of him - then put remaining chips back inside jar. Children are then asked to find their next highest numeral and count out that numb of chips and tell how many are left - then name their smallest numer and take away that number of chips. Finally they have to tell how ma chips they have by combining the 2 smallest numbers of chips. The only thing I can say about the activity is that most of the children seemed to know what they were doing. A couple of children were lost during the entire activity.

1:30 - Bathroom

1:35 - Third Small Group -

Clifford - Bean Bag toss
Daphne - Parquetry blocks - design cards - undefined areas
LaConstance - Story - George Washington - LaConstance does good job picture reading - 4 children.
Blocks - independent - 4 children
Parquetries - 5 children
Bean Bag toss - 6 children

1:55 - Clean up - Daphne initiates - transition smooth - children assemble in large group area - get coats as names are called. Line up for outside, no standards - but no problems either.

2:00 - 2:30 - Outdoor Play -

2:40 - Last Large Group -

Review - Clifford: "What did we talk about in our 1st large group this afternoon?" Someone answers "Washington." Other discussion of "Cherry tree" - Song about "Cherry tree" - Tune of "Yankee Doodle." - LaConstance plays piano - "Wheels on Bus" - "The North Wind Doeth Blow" - "Twinkle Twinkle" - One child wants to sing a song alone but doesn't know correct words when allowed to do so - becomes very unhappy when Clifford asks her to let her help with the words. Children guess tunes, then sing as LaConstance plays!

2:55 - Children called on individually to get wraps, then go back to chairs in large group. Daphne's and LaConstance's group come over to tables - find pictures with names on them. Clifford passes her groups pictures out herself. Brief review of calendar - Song "We've Had a Lovely Day" -

3:00 - Dismissal.

Met with staff from 3:00 - 3:30.

C. EVALUATION WITH STAFF:

See section D. of this report.

D. RECOMMENDATIONS:

1. Be sure skill sequence is appropriate for the majority of children in a group. Individualize when necessary (math activity).
2. 4th activity? Selected Free Choice - be sure children in fact do have a choice during this time.
3. Reproduce parquetry designs with defined areas first. Reproducing undefined areas on table comes later.
4. Announce choices - make distinction between small group time and S.F.C. activity.
5. Remember to individualize for new child - manipulate first - introduce materials - carrying chair, reinforcement, etc.
6. Review day - include other times in addition to large group as part of review.
7. Very good team relationship.
8. Pleased with positive attitude toward children on part of all three teachers.
9. Very pleased with detailed and specifically written lesson plans.
10. Very pleased with obvious teacher preparation and planning that takes place each day.
11. Very effective use of materials - variety in skills and materials eve day.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: 21 September, 1972
TIME: 8.40
SCHOOL: Ingram School
PRINCIPAL: Mr. Stewart
LOCATION: Macon, Georgia
STAFF: Mrs. Grayson Smith - Lead Teacher
Mrs. Ethelrine Boatwright - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT

1. To observe the classrooms and provide feedback based on the day's observation.
2. To get some indication of how well "old" classroom teachers have been able to further improve in implementing the DARCEE model.
3. To distribute Curriculum Manuals to each classroom.

ARRIVAL:

8.40 - Went directly to office - introduced myself to Mrs. Bell, secretary, escorted to classroom by another teacher.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Upon entering classroom Ethelrine and Grayson are putting up curtains at windows. There are 14 children present. A group has puzzles and books at one table. Another group has lacing shoes puzzles and books Grayson and Ethelrine are interacting with both groups. Grayson is also collecting lunch money and filling out reports at desk in a corner of the room.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

9.00 - Large Group - Children seated in large group semi-circle - Ethelrine reinforces group while Grayson finishes lunch report - Ethelrine carries money and reports to office.
Grayson leads song "I'm So Glad" - holds up picture of Jack & Jill. Children say the nursery rhyme with actions.
There are now 21 children here which is total enrollment.
"Little Green Frog" sung as Grayson holds up felt frog - several chi ren repeat word "green."
Grayson calls on individual children to name something else green - some responses were "leaves," "grass," "trees."
Children asked to stand if they have on something green - Grayson points out what each piece of clothing is.

Song "Mr. Yellow Bird" - holds yellow bird up in front of group. Each child sings his or her name. Ethelrine reinforces each child as he or she sings - children are sitting very still and quiet. Every time a child leans over, wiggles, etc. Ethelrine goes around to that child and places his hands, feet, head, etc. in the "correct" position.
Grayson does a good job reinforcing. She is specific and sets standards very appropriately.
Two children are called up at a time to point to a specific shape and color (shapes are taped to wall beneath chalkboard). Some children are not able to recognize the shapes. Some seem to be getting shape and color confused. When a child has trouble, Grayson points to the shape for the child. She praises each child as he or she takes a turn.

9.20 - 1st Small Group -

Transition from large group very smooth - lots of positive reinforcement from both teachers for carrying chairs correctly.
Grayson - coloring large shape with green crayon - good demonstration - there is too much emphasis on staying within lines.
Ethelrine has same activity - both set very good standards - reinforces children very appropriately for following standards.
So far children have followed directions to the letter at both tables. When a child started talking spontaneously, Grayson reinforced another child saying "I like the way you keep your zippers on while you are colorin

9.30 - Clean-up time song - I have timed the activity at 10 minutes. Here i seems the activity has not actually ended as Ethelrine collects crayons but leaves paper on table and prepares children for cutting out the circle the have colored. All children at her table sit with hands in laps as she discusses the correct time with Grayson.
Grayson demonstrates cutting - then passes out scissors.
Children at Etherline's table are already cutting - most are not able to c on line - Grayson's group is doing somewhat better.
Ethelrine passes out blank sheet of paper - sets standards for what children are to do - brings out paste - demonstrates - puts small amount of pas on a small square of paper, each child is waiting with hands in laps.

9.44 - Children at both tables have finished pasting - Grayson and Etherline pass out wet paper towels for wiping hands - Ethelrine writes names o papers - Grayson passes around trash can to collect paper towels - leads children in a fingerplay - talks to children while Ethelrine finishes up her activity.

9.45 - Grayson puts out blocks for free choice - both unit and colored block are on floor in large group area - places 2 lacing shoes on her tabl 2 buckets of beads on floor by her table. Did not hear Ethelrine say anything to her group about choices - Grayson announces choices to her group. 3 children at beads - 3 children at lacing shoes (Ethelrine adds puzzles), 4 girls in housekeeping - 11 children at 2 block areas.

Grayson leaves room to carry reports to office - Ethelrine supervises all areas in room. The children are now becoming very verbal and lively, there is even some inappropriate behavior in the block area. Ethelrine talks quietly to child who has just knocked someone else's "house" down in the block area.

9.55 - Grayson returns to room - talks to child "building" something with colored blocks. - Ethelrine also interacting with one child playing by himself in block area. - Children are doing amazing job of balancing blocks - some tall elaborate structures are appearing - 3 boys are working on one - 2 boys are working together on another one.

10.00 - Clean-up time - children begin putting materials away - blocks are somewhat disorderly but everyone is picking up - a couple of boys start rolling on floor - Ethelrine quickly sends them to the table.

10.05 - All materials are put away - children back at tables. Grayson sets standards for going to bathroom - goes through each step - "walk," "hands to side," "watch where you're going," etc.
Ethelrine follows same procedure but not in as much detail.
Girls line up on one side of door, boys on other - again, lots of positive reinforcement from both teachers for those following standards. Only one or two children are deviating from the norm.

10.15 - Children finished washing hands and bathrooming - go directly outside.

10.45 - Transition back to room - children stop on the way to get water - Grayson and Ethelrine set standards at table for lunch time - each child places chair in large group area as they line up.

10.45 - 11.15 - Lunch -
Children waited in lunchroom lined up for 20 minutes before being served.

11.30 - Last Large Group -
"What we had for lunch" - review of Jack & Jill nursery rhyme with story poster. "Little Green Frog" song - same as first large group. Everything else in last large group same as first large group.

11.40 - Dismissal - Children given pictures they cut and pasted during first and second small groups. - Children picked up immediately by parents - all have left by 11.42.

Afternoon Session

12.30 - 1.00 - Lunch -

1.00 - Children return to room with Ethelrine (Ethelrine and Grayson take turns going to lunch with the afternoon group).
17 children present (total enrollment for p.m.) -
1 white - 16 black.

Large Group - content same as morning.

1.10 - Transition back to small groups - very smooth.
1st small group composition - Ethelrine has 8 children, Grayson has 8 children also - procedures same as with morning activities.

1.20 - 2nd small group - continuation of first small group (color circle, cut out circle, teachers write names on pictures).

1.35 - Standards set for outside time - both teachers -

1.40 - Outdoor play -

2.00 - children return from outside - go directly to bathroom.

2.10 - Free Choice - not as organized as morning - Ethelrine puts out materials - children began playing without announcement of what was about to happen.
Choices are same as morning - 1 child at housekeeping, 1 at lacing shoe tabl
8 at blocks, 2 lacing beads, 4 working puzzles.

2.35 - Transition better than morning - Grayson organized block clean-up very effectively.

2.40 - Stories at each table - (there are 10 extra minutes here because of a shorter arrival time for the afternoon session).

2.50 - Last Large Group -

3.00 - Dismissal -

C. EVALUATION WITH STAFF
The evaluation with the staff was a group discussion. The results of the discussion are listed in the Recommendations for Follow-Up Trainer.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
(check to see if the following recommendations made to the staff are being carried out).

1. Be sure to stay within sequence in teaching skills. Some children are not able to identify shape and color yet - others knew color but became confused when asked to identify the shape and color.

2. Do not overemphasize coloring within defined lines this early in the year. Provide many experiences for children to use crayons without defined areas as well as other small muscle development kinds of activities.

3. You want to encourage conversation between the children and with you whenever appropriate. (Example: while children were coloring it would have been appropriate for them to talk to each other).

4. Have as little waiting time possible for the children in activities - use a buffer if a group finishes earlier than the other.

5. The two small group activities should be different (in the kind of materials used and whether they are active or passive).

6. Organize transition to free choice time - announce choices to total group before the children are asked to choose.

7. A teacher needs to be with the children to structure clean-up time with the blocks.

8. Last large group should be a review of the total day, not just a repeat of first large group.

9. Leave some of the children's products on the wall for several days before they take it home.

10. Materials to be used for large group should be in a treasure box - the box would be placed within reach of the teacher so as to keep the children's attention.

11. Children should not be expected to sit perfectly still during activities. There is a certain amount of wiggleness that is expected and acceptable for this age child (Ethelrine has little or no tolerance with the children for any behavior that in any way may deviate from perfect posture at all times.)

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date:	Wednesday, Nov. 8., 1972	City:	Macon, Georgia
School:	Ingram	Principal:	Mr. Stewart
Staff:	L.T. Grayson Smith		
	A.T. Ethelrine Boatwright	Trainer Submitting Report:	Julia F. Stinson
	A.T.		

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Roles & Responsibilities	-2	-1	+1 X	+2 X	
4. Grouping	-2	-1	+1	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	X

3. and 5. are honest evaluations with the exception of writing lesson plans.

What, if anything, did you as trainer see that pleased you?
1. Teamwork between Ethelrine and Grayson
2. Innovative use of available materials
3. Effective use of physical space
4. Daily schedule

What, if anything, did you as trainer see that disturbed you?
1. No lesson plans are being written
2. Activities and individual children aren't being evaluated

What were the skill objectives and attitude objectives listed for today?
1. Concept of Autumn - season that comes between summer and winter
2. Concept - heavier clothes are needed
3. Leaves change color and fall of trees
4. Match, recognize, or identify orange, yellow, brown, red
5. Page 13-1 Mini-Monster

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, Nov. 8, 1972
TIME: 8.05
SCHOOL: Ingram
PRINCIPAL: Mr. Stewart
LOCATION: Macon, Georgia
STAFF: Grayson Smith - Lead Teacher
Ethelrine Boatwright - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe the classroom activities, looking for the degree of implementation of DARCEE essentials.
2. Give constructive feedback to staff based on observation.
3. Follow up on previous trainer's recommendations.

ARRIVAL:

I arrived approximately 8.05 and went directly to the Smith/Boatwright classroom (because I can't ever locate the office). I came back up the hall and asked a safety patrol boy to escort me to the office. Mr. Stewart accepted my visit as somewhat matter-of-factly and escorted me back to the room. Grayson and Ethelrine haven't arrived.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

The classroom is well organized and neat. One wall is windows facing playground (teachers have added curtains to cut out most of the distracting stimuli); one wall is storage area (teachers have moved portable storage space in front of wall storage space leaving a passage between for walking); one wall (interrupted by door) is covered with chalk boards (being utilized as bulletin boards); fourth wall is covered with chalkboard being used to display children's products. Puzzles are placed on one table; books are placed on another table.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

Teachers arrive, very pleased I'm here to observe. Children start arriving one at a time. Teachers help remove coats and children choose to play with puzzles or books. Grayson is taking care of paper work (lunch money, etc.) and interacting with children; Ethelrine is helping children remove coats and interacting with children with puzzles or books. (I just realized there isn't a clock in the room; I will not be able to record timing on activities).

Transition to large group area: organized -

First Large Group Activity -

Grayson starts large group with asking the children who is absent. Ethelrine leads the group in "Head, Shoulders, Knees, Toes."

Teacher: Grayson

Standards: Set general standards at beginning of activity.

Content and sequence:

1. Sang "I'm So Glad" -
2. Discussion items: Presidential election; time of year - weather - type of clothing
3. A piece of fabric - concept: thick or thin - good fabrics for a coat. Ethelrine has left room to deliver the lunch report to the cafeteria. Grayson did a good job motivating the children, positively reinforcing children.

4. Finger play - "Fall Leaves" - at this point large group is interrupted by an office worker.
5. Had children stand up according to color of clothes (Fall colors: red, yellow, orange, brown). Children participated well.
6. "Mary Wore a Red Dress" - Children choose item of clothing they wish to sing about. Children participated well; teachers participated, too. Grayson positively reinforced total group.

7. Skit on Autumn - action verse with props (sun for summer, snowman for winter). Children were reinforced specifically for attending and responding behavior.

Transition from large group to small group tables - fair.

First Small Group Activities -

Teacher: Grayson

Setting: Children are seated in chairs at small group table (U-shape formation). Ten children in group.

Standards: Appropriate attending standards set.

Content and sequence: Grayson spent sometime motivating the children, then brought out the material. 4 leaves (fall colors: red, yellow, orange, brown) made of construction paper. - Play a game - "I'm going to describe a person. If you think you know who it is, keep zippers on and I'll call on you."

Materials: Construction paper leaves (red, yellow, orange, brown).

Reinforcement: Positive reinforcement adequate and used appropriately.

Second Small Group Activities -

This activity seems to be a total group activity while Grayson gets the film ready, Ethelrine is doing an action verse with the children. Perhaps it would have been more successful if something active was planned at this time since they sat for 1st small group.

*There were no physical boundaries for the children - sit on construction paper squares, etc.
*What about fixing up something so film can be projected lower on the wall?
Film: Autumn in the Country.
*No standards are set prior to viewing the film.

Grayson actively involves the children (blowing hard to make seeds go far away; blowing gently to make seeds go a short way).

Transition from floor to small group tables: no standards set - rather disorganized.

Transition to bathroom - no standards set -

Outdoor Play -

Return to room to small group tables -

S.F.C. - Choices announced - individual children called to make choices.
Choices available: Pegs & pegboards - Ethelrine's table
Housekeeping Center - Housekeeping Corner
Scissors & paper - Grayson's table
Pounding benches & Knockout benches - large group area.

Grayson is supervising Housekeeping corner and scissors/paper activities. Ethelrine is supervising pounding benches and peg/pegboard activities. Grayson has bought a number of hats and purses at a rummage sale; today is the first day the children have played with them. - Children were prepared before close of activity. However, transition was chaotic.

Lunch -

Children went through cafeteria line and picked up trays (baked ham, green beans, scalloped potatoes, roll, apple sauce). One teacher sits at one end of table; other teacher sits at other end of table.

Return to room - Second Large Group -

Children seated in chairs in semi-circle. Grayson reads a book. A Sunday in Autumn. Children attend very well.

Departure.

Afternoon Session -

Arrival time handled like a.m. session.

Lunch -

Large Group Activity -

Conducted same as a.m. session.

First Small Group Activities -

Teacher: Ethelrine Boatwright

Setting: Children are seated in chairs around small group tables (U-shape formation).

Standards: Ethelrine has set general standards well at beginning of activity.

Content and sequence: Motivated children, set standards, then brought out materials (4 leaves in fall colors - red, yellow, brown, orange). Children identified the colors of the leaves. Ethelrine is positively reinforcing children for following standards and responding appropriately. Holding up a leaf, asking children to find someone at table with this fall color on. Children responding - being reinforced. Having children recognize colors - then make a complete statement.

Second Small Group Activity -

Same as a.m. session - children sitting in chairs rather than on floor. Film broke - teachers substituted pegboards (Ethelrine's group) and colored counting cubes (Grayson's group). - Ethelrine asking children to make a row of yellow pegs across top of board. Grayson doing a directional game with the cubes focusing on likeness, difference, matching colors, more, fewer. Grayson prepared her group for close of activity. Ethelrine needs to ask children to take pegs out one at a time.

Transition to Outdoor Play -

Transition from outdoor play to bathroom to small group tables.

S.F.C. - Choices available: Puzzles, Construction paper and scissors, Housekeeping center - Knockout benches.

Choices were announced to total group. Then individual children were asked to make choices. Only one child chose puzzles; seven children chose knock out benches; six children chose housekeeping corner; six children chose construction paper and scissors. Children in housekeeping - dress up activity - are not staying in area specified.

Children were prepared for close of activity (pounding benches, puzzles), however, no other guidlines were given and clean up was rather chaotic.

Transition from small group tables to large group - organized.

Second Large Group -

Recall of day - read book A Sunday in Autumn - children attended beautifully.

Departure.

C. EVALUATION WITH STAFF
No planning and evaluation session was held except to hear my recommendations. Grayson and Ethelrine admitted they seldom sat down to evaluate the day. All planning was done on Friday.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

1. Suggested changes for effective viewing of film.
   a. Use large sheets of white butcher paper to make a "screen" so film can be projected on children's eye level.
   b. Set specific standards immediately before viewing film. Positively reinforce children following standards.
   c. Have some kind of physical boundaries for children while viewing film (sit in chairs, construction paper square on floor).

2. Suggested change in s.f.c. clean up.
   a. Prepare each group for end of activity soon.
   b. Decide which group(s) can clean up independently.
   c. Decide which groups need direct teacher supervision for clean up.
   d. Start clean up of activity that will take longer first.
   e. Set standards for what the children will do when they finish cleaning up (go to table, sit, etc.)

Schedule posted: 8.30 - Arrival
9.00 - Large Group
9.20 - First Small Group
9.40 - Second Small Group
10.00 - Selected Free Choice
10.15 - Bathroom
10.30 - Outdoor Play
10.45 - Lunch
11.15 - Second Large Group
11.30 - Departure

12.00 - Arrival
12.15 - Lunch
12.45 - First Large Group
1.05 - First Small Group
1.25 - Second Small Group
1.45 - Outdoor Play
2.15 - Bathroom
2.30 - Selected Free Choice
2.45 - Second Large Group
3.00 - Departure

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 19, 1973
School: Ingram
Staff: L.T. Grayson Smith
A.T. Ethelrine Boatwright

City: Macon, Georgia
Principal: Mr. Stuart

Trainer
Submitting
Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1	+2 X	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1	+2 X	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1 X	+2	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
- 1. Skill objectives were being focused on during large group and small group activities
  2. "Growing bulletin board" concept used with Forest Animal unit
  3. Teachers are doing block planning together
  4. A good working relationship exists between teachers.

What, if anything, did you as trainer see that disturbed you?
- 1. Lesson plans aren't being written
  2. Teachers aren't focusing on attitude development consciously

What were the skill objectives and attitude objectives listed for today?
- No attitudes were listed.
  1. Recall a series of words in sequence
  2. Classify animals by types of food eaten
  3. Recall of information about Forest Animals
  4. Identify an animal by it's characteristics.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Monday, February 19, 1973
SCHOOL: Ingram
PRINCIPAL: Mr. Stuart
LOCATION: Macon, Georgia
STAFF: Grayson Smith - Lead Teacher
Ethelrine Boatwright - Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe day's activities, looking for the degree of implementation of the DARCEE essentials.
2. Observe day's activities and ask questions related to items presented during last inservice (if suggestions are being implemented).
3. Give staff feedback based on objective 1 and 2.

ARRIVAL:

I arrived approximately 8:25 and went directly to classroom. Neither teacher has arrived. I went to the office to inform Mr. Stuart of my visit. I spoke briefly with Mr. Stuart and returned to the classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

The classroom didn't look a great deal different than last visit. There does seem to be an abundance of children's products on the wall, almost to the point of being cluttered. Arrangement of furniture indicates two small group areas and a large group area. Bulletin board indicates they're working on the forest animal unit.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

9:04 - Transition to large group activity -
Teacher: Grayson Smith
Assistant Teacher: Ethelrine Boatwright is absent.
Setting: Children are seated in three sides of a square formation.
Standards: No standards set prior to activity.
Activity: Start off by discussing weather - recalling a poem. Called role. Set attending standard - big and tall, hands in lap. Individual children positively reinforced. - Sang "I'm so Glad I Came to School Today" - set standard - feet flat on floor. Handled an incorrect answer very well. Set standard of listening ears. - PLDK cards - roast beef, beans (vegetables), eggs, milk, biscuits (bread). Grayson labeled the pictures, children repeated label after her. Great deal of conversation develops around pets, care of pets. Leads into forest animals - asks children to identify animals on the bulletin board. Bulletin board relates to forest animals - has been put up one item a day. - Set standards - big and tall, hands in lap, listening ears, looking glasses on. - Effect of standards set - child launches into a long dialog (evidently related to topic). Grayson shows a picture of a robin eating a worm.

Chart with three groups: Animals that eat 1. plants; 2. animals; 3. plants and animals - PLDK cards used - children are asked to place card in one of three categories. Children very restless - not attending very well.

9:41 - End of large group activity - Transition to bathroom. Children are told they will be called if sitting big and tall.

9:49 - Return from bathroom - directed to sit in large group circle. Standards reset - general total group reinforcement. *Children talk out, Grayson responds, so again effectiveness of standards lost.

9:52 - First Small Group Activity (with total group) -

Teacher: Grayson Smith

Setting: Total Group seated in chairs in large group circle.

Activity: Quiz game to review Forest Animal unit. Children pick a strip of paper from box. Grayson reads the question, children answer.
*Should play up appropriate behavior more. *Do the children always disregard standards like taking turns?

10:05 - Transition to Small Group Tables. Readiness - sitting up big and tall - called individual children. Rough.

10:39 - Return from Outdoor Play - S.G.C.

Set attending standards - announced choices, location, and number of children.

Choices:	Location:	Number:
Playdough	at table	8 girls
Books	at table	-
Manipulative toys	large group area	5 boys, 1 girl

Children are prepared for close of activity. Grayson is floating between manipulative toys group and playdough group.

10:49 - Clean up process - noise level extremely high. Playdough table - clean up quick; one little boy picks up books at book table; Grayson had to spend much time with manipulative toy group during clean up.

10:55 - Transition to bathroom (preparation for lunch) and lunchroom.

11:25 - Return from lunch. Children are in large group circle, putting on coats. Grayson hands out notices about the dentist trip tomorrow. - Review of day - all of this by Grayson instead of the children. Set task-related standards for Touch-Game. It's sort of like Simon Says - Touch something square - touch something red - touch something soft - touch something high, etc. Name something - do I see it? or do I hear it? Children are having great difficulty with this. - Simon Says - Departure 11:40.

C. EVALUATION WITH STAFF:

Evaluation took the form of my giving feedback to Grayson on the day's activities. I filled out the Summary Sheet during the discussion in Grayson's knowledge.

D. RECOMMENDATIONS:

1. Set standards prior to beginning activity.

2. Be sure children's products are being taken down frequently and on a regular basis.

3. Suggested attitude development be focused on more consistently rather than incidental.

4. Suggested more positive reinforcement be used in dealing with appropriate behavior versus inappropriate behavior.

Schedules posted:

A.M. 8:30 - Arrival
9:00 - Large Group
9:20 - First Small Group
9:40 - Second Small Group
10:00 - Bathroom
10:10 - Outdoor Play
10:30 - S.F.C.
10:45 - Lunch
11:15 - Second Large Group

12:00 - Arrival
12:10 - Lunch
12:40 - First Large Group
1:00 - First Small Group
1:20 - Second Small Group
1:40 - Outdoor Playtime
2:10 - Bathroom
2:20 - S.F.C.
2:45 - Second Large Group
3:00 - Departure

MAUDE PYE - CAUSEY

SITE VISIT OBSERVATION/FEEDBACK REPORT

RECEIVED
OCT 27 1972
NATIONAL COORDINATION CENTER

DATE: Tuesday, September 19, 1972
SCHOOL: Maude Pye
PRINCIPAL: Mr. Brunson
LOCATION: 555 Anthony Road, Macon, Georgia 31204
STAFF: Costella Causey, L.T., Joanne , A.T.
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

For trainer: To observe the day's activities and give staff feedback at the end of the day.
To see which DARCEE essentials are being retained and which essentials have been washed out.
To re-establish the trainer - implementory cooperative relationship initiated last year.

ARRIVAL:

I arrived approximately 8.00 a.m. and immediately went to the principal's office to announce my visit. I was greeted warmly by Mr. Brunson who recalled my visit during last Spring's session. He accompanied me to the kindergarten room. He mentioned Dr. Joe Haenn arriving Sunday; and we exchanged pleasantries regarding his daughter-in-law, Brenda - an assistant in the program last year. Brenda has taken a maternity leave.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS -

Room is twice the size of a regular classroom. One half is carpeted with green carpet, other half is light-colored tile. Walls are painted white. Chalk boards on both end walls; side walls are bare. Room is well lighted. Room is arranged to indicate a large group area and two small group activity areas. Housekeeping equipment is out. Coat hooks on wall (with children"s names); low enough for children to hang coats. Displays on wall: shapes (triangle, square, rectangle, circle) by each small group table; Clown with colored baloons (red, yellow, blue, purple, green, orange, brown).

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.30 - Children start arriving, a few at a time. Some children play in housekeeping corner, others get plastic manipulative toys and play on carpet. *Do you change the choices for this time each day?

8.50 - Joanne takes role with children in large group circle. Costella is doing required administrative paper work at a back table. Children line up for bathroom (girls in one line; boys in another line). Standards set: 1. Line up in a straight line; 2. Walking boots; 3. Zippers. Boys were positively reinforced verbally by Joanne for forming a straight line.

9.02 - Large Group. - Teacher: Costella, L.T.
Standards set: Sit up big and tall; listening ears. Children are greeted with "Good Morning, boys and girls" and children respond with "Good Morning. Costella asked the children to wake up their singing voices and they sang "Good Morning, Mr. Yellowbird" with enthusiasm. *Suggest - have children sing response. Role of T.A. - Joanne is taking care of paper work and Costella is conducting large group alone.
Reset standards - Sit big and tall, looking glasses, thinking caps. Recall yesterday's large group activity. "Bozo the Clown" (on the wall) was introduced.
*Asking an open question: What did we do in first small group? Several children answering, only one answer accepted. Non-specific and reinforcement - (good). - Set readiness standard (big and tall) for getting to come up and put the parts of the face together.
Material: Flannel board, flannel white white face, face flannel parts.
Procedure: One child assembling the face, while remainder of group watches. Costella asking children in chairs to identify face parts and associate senses with facial parts (eyes-see; ears-hear; nose - smell, etc.). When hair went on, ask children to decide if it was a male or female.
Restated standards of readiness for changing male to female (changing hair).
*Suggest more than one child assemble face.
*Suggest making a Black Peter also since the majority of children are Black. Costella is being extremely motivating. Close of activity - Reset readiness standards for taking parts from face. Costella is labeling, children are expected to recognize parts of face. Reviewed parts of face - either recognize or identify and associate with use.
Record - Action song "This is the Way We Get Up in the Morning" - Both teachers and children responding to record. Joanne came back and started record, then joined group.
Costella prepared children for close of large group.

9.25 - Transition from large group to small group. - Smooth activities. - 1st Small Group.

Both groups are doing a flannel board activity.

Joanne -
Appropriate standards set - Children attending very well - I can't hear Joanne at all at this point.
*Suggest seating children in a single row (2 children in second row could not see).
Can hear some now - specific verbal pos.reinforcement. Joanne closes out activity similar to Costella.

Costella -
Appropriate standards set - Children attending very well - Teachers are talking so low I can't hear very much.
*Costella is telling the Three Pigs story.
*Costella is standing - children are seated on floor - suggest moving flannboard to floor, lean against table; Costella sit on floor or chair.

Costella's group - Costella is being motivating; children are responding, telling parts of story ("Huff and puff and I'll blow your house in.") Sang "Whose afraid of the Big Bad Wolf?" - Reviewing story - How many pigs? - How many houses? What kind of house? Who was the terrible character in the story? Close of activity - called on individual children to remove parts. Costella is identifying - asking children to recognize the characters and props in story.

9.40 - S.F.C. - Costella announces the choices to her group.
Joanne announces the choices to her group.
Choices available: Housekeeping corner - Puzzles - Parquetry blocks -
*No standards set for transition.
*No limits set for number of children that can play with a specific activity.
Housekeeping corner is the independent activity. Too many choose puzzles, a fourth choice brought out (beads).
*No standards set for use of puzzles.
5 children chose parquetry blocks (on floor).
3 children chose housekeeping corner
2 children chose beads (on floor)
9 children chose puzzles (at table)

9.52 - Both teachers sang "It's Clean Up Time" -
Clean up process in housekeeping corner - one child, put props away -
Clean up ~~process~~ at puzzles - very orderly
Clean up process at parquetry - very orderly
Clean up process at beads - very orderly.

The one child (boy) cleaning up in housekeeping area and positively reinforced by Joanne.
Line up process for bathroom - girls being compared to boys in ability to line up properly.

10.00 - Outdoor Play -

10.22 - Return to room - bathroom process.

10.30 - 2nd Large Group -
Recall of 1st large group -
Recall of 1st small group
Recall of S.F.C.

Came back to tiled area to play record (1. same one played in 1st large group). - 2. Played a "Name Game" record" - children respond by saying name - 3. Parts of body - Directional Song. - 4. Focuses on clothing (shirt, sweater, blouse, shirt, pants, dress, shoes, belt, coat, socks).

10.48 - Transition to lunch - standards set -

Lunch - Children go through the lunch line - pick up a tray and sit at two tables. Teachers float between tables. Children return to room to large group circle from lunch for dismissal.

11.20 - Dismissal -

A.M.		P.M.
2nd Small Group	15 min.	15 min.
O.D. Play	30 min.	30 min.
2nd Large Group	20 min.	30 min.
Lunch	40 min.	20 min.

P.M. Session

1.05 - Large Group -
Directed by Costella, in similar manner to a.m. session. 12 children present. At one point lost control of group. Attempted to positively reinforce children that were attending, but it came off negative. *Better to stop, positively reinforce children attending, reset standards for children not attending. Same content as a.m. large group.

Observing one child, Willie - teachers are having a lot of problems with Willie. Speech handicap (can't understand a word he says). Child does comprehend some vocabulary - responded to parts of song.

1.33 - Transition from Large Group to Small Group handled same way as a.m.

1st Small Group -

Joanne -
Did a good job introducing flannel board and story - first time to use.
Children are seated on floor - attending beautifully.
Activity: Tell the 3 Bears story.
Materials: Flannel board, flannel characters for 3 Bears.
Setting: Children and teachers seated on floor; positive reinforcement till close out of activity.
Teacher motivation - Good -
children attending - good -
Close out - organized -

Costella -
On eyelevel with children - children seated on floor in semi-circle. Flannel board has been moved to floor, propped against table.
Children attending beautifully; Costell using a very expressive voice; has seated Willie next to her - Willie is attending, obviously enjoying story.
Activity: Tell the 3 Pigs story.
Materials: Flannel board, flannel characters for 3 Pigs.
Setting: On floor.

1.45 - S.F.C.
Set standards (Costella) for her group.
Choices available:
Beads (on floor) - Costella
Parquetry and designs (on floor) - Glenda
H.K. Corner - independent activity.
*Again - need to set standards for transition to choices.
*Need to set standards for activities.
*Need to consider very carefully about activities that will be successful unattended.

2.05 - Transition to outdoor play - children called individually to line up.

2.32 - Return from outdoor play.

2.33 - Bathroom.

2.40 - Return from bathroom - 2nd Large Group.
No standards set at beginning of activity - Recall of day - 1st large group, 1st small group, s.f.c. - same content and sequence as a.m. session.

*Be careful not to make Willie the scapegoat, clown, or whipping post. When Willie came back to the large circle, he could have been included.

C. PLANNING AND EVALUATION - 11.30 - 12.15 - A.M. Session -
Costella and Joanne discussed the day on a surface level; there were many interruptions from children departing, others arriving.
Recommendations made during planning and evaluation:

1. Make sure same materials and activities used during arrival time change on a daily basis.

2. Make sure same materials and activities used during arrival time be used again during dismissal time.

3. Focus on positively reinforcing children using specific verbal remarks

4. Suggested children sing responses to songs.

5. Suggested change in procedure of assembling face. - See notes.

6. Suggested making a Black Peter. - See note.

7. During story time (1st small group) make sure children are seated so all children can see. - See notes. - and that teacher be on the eye level with children. - See notes -

8. Make changes in S.F.C. -
   a) ~~When presenting~~ choices - set number of children that can play with a material if materials are limited.
   b) Set standards for getting to chosen activity.
   c) Set standards for each activity available during S.F.C.

9. Suggested notes go home to remind parents to pick up children on time after A.M. session.

10. Checked Block plans - (wk. Sept. 18, 1972). - Large group - content - Songs (name song, "The Way we get up in the Morning," "Where Is Mary," "Good Morning Mr. Yellowbird," "Head and Shoulders," "Are You Present," "Five Little Speckled Frogs") - Introduction Clown (Mon.), Peter's Face (Tues.), Parts of body (Wedn.).

1st small group - Parquetry and designs - Beads - Mon.
Flannel - 3 Bears - 3 Pigs - Tues.
Pasting parts of face - Wedn.
Identifying color green - Thurs.
Color within the line - Fri.
Circle - square ditto.

Block plans 1 continued -
S.F.C. - Puzzles, Parquetry, H.K. Center - Mon.
H.K. Center, Beads, Parquetry - Tues.
*Puzzles were also used.
Parquetry, clay and paper, H.K. Center - Wedn.
(Thurs. and Fri. not filled in).

11. Recommendations on block plans -
Good variety in 1st small group activities provided. - Large group content acceptable at this time of year. - Need to provide variety in S.F.C.

Checked lesson plans:

Date:	Remarks:
9-7-72	For most part, activity well stepped out. Need to use behavioral terms (objectives) that can be evaluated. Large group, small group, - on A.M. and P.M. evaluated on back of lesson plan.
9-8-72	1st small group asking for children to identify square - perhaps jumping sequence.
9-11-72	Activities evaluated on back of plans need to be specific in objectives (which parts of body?). Perhaps jumping sequence (identifying parts of body) - (identifying circle). Evaluation indicated children could name parts of body, and recognize circle.
9-13-72	Need to be more specific in objectives for large group - ("enjoy activity," "develop auditory, visual skills"). Need to indicate in evaluation who has difficulty, where.
9-14-72	Need to be more specific in objectives for 1st small group. ("follow parquetry block designs").
9-15-72	Need to be more specific in objectives for large group. (" develop auditory and visual skills").
9-18-72	Need to be more specific in objectives for large group. ("develop auditory and visual skills") - objectives for 1st small group very specific.
9-19-72	Large group objectives written in specific behavioral terms. Need to be more specific with 1st small group objectives ("enjoy story," "develop auditory and visual skills").

12. Recommendations on daily lesson plans (Castella).

a) Daily lesson plans included 1. Objectives written in behavioral terms; 2. Activity; 3. Approach (procedure); 4. Materials; 5. Buffer.

b) Each plan was evaluated based on objectives.

c) Suggest all the objectives be written in specific terms using action words that teacher can evaluate.

Positively reinforced Costella for A & B.

13. Suggested appropriate techniques for working with Willie.

a) Setting specific standards

b) Immediate positive reinforcement for following standards

c) Individualizing skill - oriented tasks.

14. Left 2 Neighborhood and Community
Units: 1 Plant

Had: 2 Autumn
2 Forrest Animals
2 All About Me
1 Plant

Schedule for testing - From Cordell Wynn's office pasted on bulletin board.

School	Date
Green Street	Monday, Sept. 18
L.H. Williams	Tuesday, Sept. 19
Alexander II	Wednesday, Sept. 20
Burdell	Thursday, Sept. 21
Clisby	Friday, Sept. 22
Hamilton	Monday, Sept. 25
Maude Pye	Tuesday, Sept. 26
Ingram	Wednesday, Sept. 27
Burke	Thursday, Sept. 28
Bruce	Friday, Sept. 29

A.M. and P.M. Schedules posted.

A.M. -
8.30 - 9.00 - Arrival and Bathroom
9.00 - 9.30 - 1st Large Group
9.30 - 9.45 - 1st Small Group
9.45 - 10.00 - 2nd Small Group
10.00 - 10.30 - Outdoor Play and Bathroom
10.30 - 10.50 - 2nd Large Group
10.50 - 11.30 - Lunch

P.M.
12.00 - 12.30 - Arrival & Bathr.
12.30 - 12.50 - Lunch
12.50 - 1.20 - Large Group
1.20 - 1.35 - 1st Small Group
1.35 - 1.50 - 2nd Small Group
1.50 - 2.20 - Outdoor Play
2.20 - 2.30 - Bathroom
2.30 - 3.00 - Large Group

A.M.		P.M.
Arrival	30 min.	30 min.
Large Group	30 min.	30 min.
1st Small Group	15 min.	15 min.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 7, 1972
School: Maude Pye
Staff:

L.T. Costella Causey
A.T. Joanne Gardner
A.T.

City: Macon, Georgia
Principal: Mr. Brunson

Trainer Submitting Report: Sue Claxton

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on number of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1 X	+1	+2	
3. Grouping	-2	-1 X	+1	+2	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1 X	+1	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1	+1	+2	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	

What, if anything, did you as trainer see that pleased you?

What, if anything, did you as trainer see that disturbed you?

No written evaluations nor individual lesson plans.

What were the skill objectives and attitude objectives listed for today?

Could not readily determine.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 7, 1972
TIME: 8.15
SCHOOL: Maude Pye
PRINCIPAL: Mr. Brunson
LOCATION: Macon, Georgia
STAFF: Costella Causey - Lead Teacher
Joanne Gardner - Assistant Teacher
TRAINER: Sue Claxton

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom
2. Evaluate with staff at the end of the day and give feedback from observation
3. Focus in on previous trainer's recommendations to see if teachers were able to follow up on them.

ARRIVAL:
8.15 - Met Mr. Brunson in the office. Costella had not arrived yet. She came in about 5 minutes later. Mr. Brunson offered me breakfast and coffee.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

C. Causey immediately starts in on her version of what she does and does not need to do with the DARCEE model in reply to my asking to see her lesson plans and block plans. She was extremely adament about not seeing the need to write lesson plans and evaluations. Sounds like she and the other teachers have mustarded up a conspiracy - she said this is what the meeting is about this afternoon. I desparately tried to keep my cool and replied that the "good" DARCEE classrooms that I have seen did it according to the MODEL. It was quite evident that she had planned to "stick to her guns" and that any effective elaboration on my part perhaps should be reserved for the meeting!

Colored construction paper on wall with the name of the color on the paper (all in capital letters). - Pictures of vegetables on wall in housekeeping corner - Trees and fall leaves on black borad - PLDK chin chain on wall for each child.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.30 - Blocks in large group area and housekeeping corner open -

8.45 - Bell rings - children gather in large group (I calmed down and had a talk with both teachers before bell rang about importance of doing it the DARCEE way - reinforced them for having a good team and that

I'd really like to see just how well they could do - they showed concern over different numbers of teachers, etc.).

8.50 - Joanne was with children in large group - took roll and then had children line up according to sex and went to the bathroom (Costella and I are talkin about problems leading up to meeting).

9.00 - Return to class - go to large group area - children are quietly waiting - Costella goes to large group while Joanne is setting standards - zippers, etc.

Large Group -

"Mr. Yellow Bird" - children sing response - Joanne doing paper work at back table - lunch money. - Review of what happened in large group yesterday - Cinderella story - children had good recall of story. - Then review of small group yesterday - color purple - Costella pointed out 2 children who had purple on - sang "This is the Way we Wash our Clothes" - children suggest different activities to sing in this song - "This is the Way we........." - "What do we see at the circus?" - clown (brief discussion of circus being in town recently). (Introducing flannel clown) - good animation by Costella.

9.10 - still large group - Joanne returns from lunch room and joins large group. Only for a moment - and then leaves again. - Discussion of different colors of BOZO (children named clown at an earlier time) and the different shapes on him - some children are calling out the name of a color in response to shape. Costella pulls out flannel balloons - each child has turn to put up balloon on Bozo - all children are counting number of balloons that are going up as well as their color. - "Bozo is going to call on a boy or girl who is sitting up big and tall with their hands in their lap." Those that didn't have a chance to put up a balloon get to take down a balloon. - Bozo says good bye to boys and girls and children wave and say good bye to him.

9.25 - Brief setting of standards for "Listen and Do" record - "Now it's time for....." - children fill in -

First Small Group -

Costella tells children that 1st small group they're going to see a film about AUTUMN.

9.47 - Film strip over - children are slightly restless (the clown in large group and this filmstrip were very heavy on the concept of color).

9.48 - S.F.C. -

Children still in large group area. Costella tells children where different things are and then children begin to scatter. - Blocks on floor in large group area - crayons and paper at one small group table - book corner - Joanne read a book. (I looked at lesson plans somewhat during this time. Day's lesson plan is laid out similar to a block plan in appearance - it shows both large group and small group - objectives are being written in behavioral terms - improvement - plans indicate some lack of understanding in using the unit approach - large group doesn't introduce general concept on unit and small group doesn't follow up on information in large group - both teachers have stopped writing evaluations - block plan is filled out only through Wednesday).

10.05 - Clean up song -

10.07 - Children are having to wait while boys are putting away blocks (boys seem to be taking too much time). - All morning both teachers have been positively reinforcing, but it has sounded too hum drum - "I like the way......." - Bathroom.

10.10 - Indoor play because of weather - Musical chairs - first time to play - Costella briefly explains - six children do at one time while others watch and clap - children caught on quickly - children really enjoyed and asked to do it again.

10.30 - Musical chairs over - now "HOT POTATO" - (One white girl, Angela, plays the sympathy getting attention role and it works with her classmates, especial when she loses).

10.45 - Get in line to wash hands.

11.20 - Returned from lunch and went to large group area. (I briefly evaluated during transition times with the teachers) - review of day's activities - good recall of filmstrip - song about Autumn leaves falling down - "Good-bye song" -

Note: After repertoire was established with teachers, they were more receptive to my suggestions peppered with reinforcement of some aspects of their present progress and their potential.

Afternoon session -

12.05 - Arrival and Bathroom
12.30 - Lunch
1.00 - 1st Large Group - format similar to morning (5 children absent)
1.35 - 1st Small Group - filmstrip (same as a.m.)
1.55 - s.f.c. - same as a.m.
2.17 - Clean up song
2.23 - Bathroom
2.30 - Musical chairs
2.41 - Hot Potato
2.46 - A record about directing the children to do different things. "Put your hands in the air....." Then it directs the children to go back quietly to their seats.

2.50 - Children in Large Group - review of the day and going home.

C. EVALUATION WITH STAFF

After an awkward beginning this morning in regards to the meeting to be held, the staff and I held a good evaluation session. Suggestions were well received - no negative attitude nor apparent lack of understanding. Costella and Joanne filled me in on the "history" to the "call" meeting this p.m. at Bruce school. Besides some confusion to certain aspects of the model (lesson plans and evaluation), there are some overtones of a struggle for senority among some of the teachers.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER

1. Planning for units (block plan, content of large group, follow-up in one structured small group) - should be more complete.

2. Unit planning for large group should present general concepts and small groups designed more specifically as far as meeting individual needs with objectives.

3. Films should be used in large group rather than small group.

4. Plan a balanced program in choosing objectives for small group. Notice 5 categories in "Mini-Monster."

5. Note on lesson plan the category each objective came from for easy reference in future planning.

6. Write evaluation of each lesson plan (large and small group) paying particular attention to appropriateness of material for objective, whether or not objectives were achieved; if objectives were too easy or too difficult or just right for the children, individual needs met, which children were able to accomplish objectives and which ones may need additional help at another time, social development of children, and which children were absent for activity (keep this last one in mind for future planning using same and/or related objectives).

7. Include more variety in wording of positive reinforcements to prevent getting in a rut with "I like the way....." - Examples: "Mary, you really have your big thinking cap on, you remembered to......" (whatever standards you want to reinforce). "John, I'm so proud of you, you were able to copy that design on your first try." "Jim, I know you're ready to go out to play because you're sitting big and tall in your chair," etc. (Reinforcement schedule shows improvement over previous observation feedback session).

Closing comment: Both teachers work well together and with the children. Good animation and motivation techniques exhibited by teachers.

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 20, 1973
School: Maude Fye
Staff: L.T. Costella Causey
A.T. Joanne Gardner

City: Macon, Georgia
Principal: Mr. Brunson

Trainer
Submitting
Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1	+2	
6. Skill Development	-2	-1 X	+1 X	+2	
7. Attitude Development	-2	-1	+1	+2	
8. Unit Approach	-2	-1 X	+1 X	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

- Detailed evaluations on back of lesson plans.
  Appropriate use of Mini-Monster.

What, if anything, did you as trainer see that disturbed you?

- Heard teachers being negative with children in hall.
  No unit related bulletin board up even though Forest Animal unit is being used.

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: February 20, 1973
SCHOOL: Maude Pye
PRINCIPAL: Mr. Brunson
LOCATION: Macon, Georgia
STAFF: Costella Causey - Lead Teacher
Joanne Gardner - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom.
2. Evaluate with staff at the end of the day and give feedback from observation.
3. Focus in on previous trainers' recommendations to see if teachers were able to follow up on them.

ARRIVAL:

12:45 - Arrival. Escorted to cafeteria by Mr. Brunson - children in process of eating lunch. - Costella and Joanne standing - walking around 2 tables where group is seated. - Informed that room would be cleaned around 1:30 and group would move to another room.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

17 children present. 12:55 - Children lining up to go back to room - Joanne directing children to carry trays back - get in line - children walk very orderly down hall - some stop off at bathroom - room has been rearranged since there are now only 2 teachers. Room is well organized, clean, teachers work table at front of room somewhat cluttered - there are 3 small group areas and one large group (one small table not being used).

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

1:02 - Joanne sits on table in front of group and calls role. Costella is at desk doing paper work. Children are very quiet - no misbehavior occuring. Both teachers now at desk - children sitting with nothing to do - start to get antsy. Costella comes over after about 3 minutes - tells children about moving to another room - "put on zippers, walking boots, and sit up big and tall while I pack up a few things, okay?" - Goes back to desk - gets materials to put in treasure box. Children doing well waiting, talking among themselves.

Physical Setting: On walls are 7 large construction paper dogs in a row with days of week; 5 construction paper frogs, the word 5 in cut outs of construction paper and the numeral 5 - over coat rack - 2 large birds, one yellow and one red; each child's name for A.M. and P.M. groups on another wall - chalk board covered with poster prints of forest animals and birds with name of each above pictures, and large letters at top FOREST ANIMALS. On another wall shapes, dittos, vegetables food models.

Costella directs children to get coats to take with them - calls each child individually. - Joanne brings in cart, loads up treasure boxes.

1:25 - Group moves to first grade room - Costella sets standards for walking in hall. Children sit in back of room behind first grade class - some are a little skeptical of the desks and a couple have trouble getting seated correctly. - First grade teacher prepares film - another class comes in - nowhere to sit. - Costella's group are the only quiet children in the room - some put their hands over their ears Teachers of other first graders give Costella's children first hand demonstration of what first grade will be like! (ie. paddles, slaps, jerks, etc.)

2:05 - Small Group -

Discussion of other grades' behavior. Costella gives directions for children to divide into groups on opposite sides of room. Children still having trouble trying to climb into seats from wrong side. All desks are for right handed students. Seats rearranged so groups are not facing each other. - Both groups are given booklets to color in - booklet contains dittos of forest animals - it's color the turtle day today. - Costella gives directions for coloring parts of turtle,particular colors. Joanne sends one child over to Costella's group - child sits behind group for few minutes - Costella doesn't seem to notice her - I comment that child is there - Costella gives child booklet; does not have enough crayons of green and brown - asks children if anyone has extra crayons - someone does and shares. - Joanne giving reinforcement and helps as she moves among group - specifically reinforces a child when another child begins calling her while she is involved with someone else - "I like the way James is waiting and holding his hand up till I can get to him."

9:17 - One child in Costella's group is finished - Costella gives him dot lotto board as others also finish up pictures.

2:25 - One child still coloring - others wait with lotto boards turned face down. One child asks to go to bathroom - everyone else joins in. Costella lets all go except child who is still coloring. Costella yells out for someone to come back in the hall - no standards had been set - no reinforcement for ones behaving properly. - Child is still not finished when group returns from bathroom. Costella takes booklet saying "we'll finish this another time;" goes into a fingerplay while waiting for 2 children to return from bathroom.

Second Small Group -

Joanne - Color lotto - color recognition - following directions.
Costella - Numeral-set - color matching.

Costella holds up a numeral card and children match their board with a small card of that color and number (no emphasis on numeral). - Joanne finishes her activity by having children identify each color as they are taken off their boards. Most can identify all colors - one child has trouble with red. Costella has her children remove each card containing the set that corresponds with the numeral she holds up.

2:45 - Children reposition chairs in original setting - rows. Turtles for each child to touch - some are hesitant but touch anyway.

2:50 - Bear Hunt -

3:00 - Dismissal -

C. EVALUATION WITH STAFF:

Met with staff from 3:00 - 3:30. I showed them the rating form and went over my rationale for rating each essential as I did.

D. RECOMMENDATIONS:

1. Be sure to praise children for self-control (especially waiting to go to another room today). They sat for 15 minutes with nothing to do.
2. Where is the unit related bulletin board? Go over notes from last in-service concerning "growing bulletin board."
3. Involve children in songs, fingerplays, etc. when they have to wait for long periods of time.
4. Joanne - very good reinforcement during transitions.
5. Good job of praising children for sitting well through 2 films (Costella).
6. No standards set before passing out lotto cards (Color lotto - Joanne; Dot lotto - Costella).
7. Children having to wait for others to finish coloring get restless. Should let coloring be finished another time.
8. Try setting standards and reinforcing those following standards before being so direct and firm with children.
9. I heard some negative comments made to children out in hall. Remember to use positive reinforcement at all times.
10. Physical setting very good with exception of unit related bulletin board not evident.
11. Very good lesson plan evaluations!

WILLIAMS - DAVIS

Warre

RECEIVED
NOV 01 1972
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Wednesday, Sept. 20, 1972
TIME: 8.20 a.m.
SCHOOL: Williams School
PRINCIPAL: Mr. Price
LOCATION: Macon, Georgia
STAFF: Mrs. Mary Davis - Lead Teacher
Mrs. Bertha Mae Baker - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe the classrooms and provide feedback based on the day's observation.
2. To get some indication of how well "old" classroom teachers have been able to further improve in implementing the DARCEE model.
3. To distribute Curriculum Manuals to each classroom

ARRIVAL:

8.20 - Escorted to classroom by principal, Mr. Price. No one in room - Mary Davis came in shortly with one child.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Clay is out at one table, cubes and stacking cones at the other. Chairs are already positioned in the large group area. The daily schedule is written on the chalkboard. The bulletin board contains 5 construction paper balloons of red, blue, yellow, green and orange.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.35 - Bertha arrived - 9 children are present - most are at clay table.

8.50 - Mary goes to each table and directs children to put materials away, then go up to circle. Bertha helps children clean up tables.

8.52 - Children line up after Mary calls roll. All girls are lined up to go to bathroom - Bertha is out of room - Mary takes girls to bathroom - 7 boys are left sitting in large group area. They are talking together and jostling each other playfully, but otherwise are behaving rather well.

8.55 - Bertha returns to room, directs boys to line up and "walk to the bathroom and walk back." - Girls return now, all sit down in large group area. - 11 girls here now - total of 18 children present.
Mary sits in big chair in large group - talks to children while waiting for boys to return to circle.

9.00 - Boys return with Bertha - Mary talks about going to library this morning - explains what librarian means and what a librarian will do (read a story and show a film).
Children are lined up - Mary sets standards for walking down hall. Specific standards not set for behavior in library.
Librarian meets children at door - tells them what will happen and where they will sit.
Children are seated in area on floor in front of screen. Librarian talks to children about what a library is and how big children need to be to come to library. Children are very attentive as they listen to story. Librarian is a very effective story teller. The story is about "Peter Rabbit" but book is very small.
Mary sits on floor with group. Bertha moves to chair closer to children.

9.20 - Story ends - film begins - record player turned on. Film is same as book.- Children are still sitting relatively quietly except one child sitting near Mary.

9.30 - Film ends - children line up - return to room - sitting in large group area again. Mary reinforces them for sitting so well in the library. Bertha calls her group, one at a time, to her table - Mary reinforces them for walking and carrying chairs correctly.

9.36 - 1st Small Group.

Bertha has parquetries and design cards - children match blocks on top of cards - no standards set for activity. - Mary has puzzles - sets very specific standards - has children's attention - all children doing good job of taking pieces out one at a time.
Bertha has placed 4 boxes of blocks around table - 2 children share each box. 2 children on end are having trouble sharing. Very little positive reinforcement from Bertha - a lot of direct negative reinforcement. Children seem to be very interested in what they are doing. Some are having problems with not having enough blocks of the right colors.

9.52 - Mary's group begins Clean-up time song - Bertha's group joins in. Bertha collects boxes quickly - group waits for Mary to finish at her table.

9.55 - Mary announces Free Choice - Choices are:
- (1) one sorting box
- (2) shape sorter
- (3) housekeeping
- (4) colored blocks

Bertha attended housekeeping area - Mary floated around floor activities.

10.10 - Clean-up - housekeeping unorganized - clean-up in other areas fairly smooth.

10.13 - Mary begins calling children who are "sitting up big and tall" up to door to line up.

10.15 - 10.40 - Outdoor play -

10.40 - Children go directly to bathroom from outside. Mary takes girls - Bertha takes boys.

10.44 - Children back from bathroom - assemble in large group area. Mary introduces the word "shape" - holds up large red and blue circle - children repeat word "circle" - Mary draws circle on floor with chalk - lets several children walk around circle - group very attentive. All children "draw" circle in the air - Mary models. Mary checks with person in hall to see if lunch is ready. She comes back - tells children it will be a few more minutes. Children led in "This Is The Way."....song; all stand and go through motions and sing. Another song "Wheels On The Bus" - some children sing very loudly. Mary continues singing. Bertha sits on edge of table behind group.

10.50 - Mary asks one child to come up in front of group to say blessing for lunch. Child comes up - says brief blessing.
Mary again checks to see if lunch is ready - person in hall tells her that it will be a long time yet. Mary prepares children to listen to record about "Marching around the Circle" - Mary gets record out of file cabinet - 4 children following directions for "walking," "running," "skipping," around the circle drawn on floor.
Mary interacts by helping children follow directions. Other children sit watching attentively.

11.00 - Children line up for lunch.

11.00 - 11.30 - Lunch - Dismissal -

11.50 - 12.10 - Evaluation with staff. Made specific suggestions for changes in activities for the afternoon based on morning's observation.

12.15 - 16 children present - all are involved at tables with clay, cubes and stacking cones. All boys with clay playing well together but voices are very loud. All girls at other table.
Mary doing paper work at desk. Goes over and involves 2 children who are sitting in large group area watching other children.

12.20 - Mary goes to each table - announces clean-up time - directs children to put materials away. 3 boys are wrestling in large group area, other boys at table are also being rough with each other. Mary ignores them. All now assembled in large group area. - Mary calls roll. She sets standards for "listening ears" but boys are still talking loudly. Mary reinforces other boys who are listening.

12.26 - Mary lines boys up for bathroom, hands each a paper towel. Girls are sitting alone in large group. Bertha left about 15 min. ago and has not returned. Mary brings boys back from bathroom and lines girls up - Bertha returns and takes girls to bathroom. Mary finishes filling out lunch report, stopping occasionally to reinforce a child when others begin misbehaving. Boys are lined up at door - Mary reinforces children who know how to "sit in their chairs."

12.40 - 1.05 - Lunch -

1.05 - Children return to room - Mary begins large group - song "This Is The Way" - Introduction circle shape - same as morning.

1.20 - Preparation for going to library - Mary made change I suggested - (supplying each child with large sheet of construction paper to sit on in library).
Mary set specific standards for what to do in library. Children line up at door, then walk very quietly to library.
Story and procedure for story same as morning. Children are more verbal than morning children.

1.50 - Film ends - librarian review what was seen - children respond enthusiastically. Most were able to remember main events and characters in the story quite well.

1.55 - Children back in room - time for small group activity - Mary directs children to listen to Mrs. Baker "when she calls your name go to her table" - Bertha comments that "I have to guess because I left my pad at home." She calls 10 children over, Mary calls other 10.

2.00 - 1st Small Group -

Bertha does better job of introducing activity than morning, however, she still didn't set any standards for sharing as I had suggested.

2.15 - Mary announces clean-up time - gets out manipulative toys as I suggested for one choice area - other choices were same as morning.

2.35 - Outdoor Play -

2.55 - Last large group - dismissal -

C. EVALUATION WITH STAFF
The evaluation with the staff was a group discussion. The results of the discussion are listed in the Recommendation for Follow-Up Trainer.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER
(check to see if the following recommendations made to the staff are being carried out.)

1. The daily schedule should include 2 small groups.

2. Do not sit on tables if you don't want the children to do so.

3. Both groups (boys and girls) should go to bathroom at the same time. Children should not be left waiting while Bertha attends to something out of the room.

4. Have more than one material in each area for choice time - (combine the manipulative toys to make 1 choice).

5. Use concrete, real objects whenever possible in introducing a new concept (real objects to introduce the circle).

6. Do some follow-up activities on the circle before introducing a new shape.

Specifically to Bertha:

1) Both teachers need to be in the room as much as possible during the day, especially when Mary has to take care of paper work in the mornings.

2) Have a list of children's names in your group posted on the wall so that you won't have to guess their names.

3) Standards *need* to be set in specific terms for any activity you do.

4) A reminder that the DARCEE program emphasizes a *positive approach* in working with children.

5) Children will benefit more if the teacher helps them *do* rather than to do it for them.

6) Both teachers are to write lesson plans regardless of what Helen Williams says.

Original Schedule:	8.30 - 9.00	Arrival
	9.00 - 9.30	Large Group
	9.30 - 9.45	1st Small Group
	9.45 - 10.05	Free Choice
	10.05 - 10.40	Outside Play
	10.40 - 11.00	Wash Hands
	11.00 - 11.20	Lunch
	11.20 - 11.30	2nd Large Group
Revised Schedule:	8.30 - 9.00	Arrival and Bathroom
	9.00 - 9.20	Large Group
	9.20 - 9.40	1st Small Group
	9.40 - 10.00	Free Choice
	10.00 - 10.25	Outdoor Play
	10.25 - 10.45	2nd Small Group
	10.45 - 11.00	Wash Hands
	11.00 - 11.20	Lunch
	11.20 - 11.30	Last Large Group and Dismissal

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: Tuesday, Nov. 7, 1972
School: L.H. Williams
Staff: L.T. Mary Davis
A.T. Bertha Baker
A.T.

City: Macon, Georgia
Principal: Mr. Price

Trainer
Submitting
Report: Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	No rat
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1	+2X	
3. Grouping	-2	-1	+1	+2	
4. Roles & Responsibilities	-2	-1X B. Baker	+1 X M. Davis	+2	
5. Teacher Preparation	-2	-1X	+1	+2	
6. Skill Development	-2	-1X	+1	+2	
7. Attitude Development	-2	-1X	+1	+2	
8. Unit Approach	-2	-1X	+1	+2	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2 X B. Baker	-1	+1 X M. Davis	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?
1. Physical setting allows for 2 small group areas and 1 large group area.
2. Center is adhering to a schedule suggested by trainer.
3. Four recommended changes have been made.

What, if anything, did you as trainer see that disturbed you?
1. Daily lesson plans aren't being written.
2. Planning and evaluation isn't an effective process.
3. Baker is still using 87% negative reinforcement.
4. Room is cluttered - carpet filthy.

What were the skill objectives and attitude objectives listed for today?
Skill: 1. The children will be able to recognize fruits
2. The children will be able to paste magazine pictures, using paste appropriately.
3. Manipulate scissors.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: Tuesday, November 7, 1972
TIME: 7.55
SCHOOL: L.H. Williams
PRINCIPAL: Mr. Price
LOCATION: Macon, Georgia
STAFF: Mary Davis - Lead Teacher -
Bertha Baker - Assistant Teacher -
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Observe the classroom activities, looking for the degree of implementation of DARCEE essentials.
2. Give constructive feedback to staff based on observation.
3. Follow up on previous trainer's recommendations.

ARRIVAL:

Arrived at L.H. Williams at 7.55; checked by office, but no one in. Went directly across hall to cafeteria/auditorium at this time. Came down the hall to the Davis/Baker classroom.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Room is arranged to indicate two small group activity areas and one large group activity area. The entire floor is carpeted; carpet needs cleaning badly. One entire wall has windows with venetian blinds; two entire walls have chalk boards. A third wall is covered with wall lockers. Front chalk board is being used as a bulletin board - display of shapes, food, fall tree. - *Need help in developing a DARCEE bulletin board - unit related. - Housekeeping equipment is out. Coat hooks at appropriate height, but not easily accessible for children (behind storage cabinet and teacher's desk).

Children start arriving approximately 8.05 and B. Baker arrives approximately 8.10. Small booklets are on the table for each child to color (autumn leaves).

8.30 - A group of three children get out the small manipulative toys. B. Baker has been sending some children to get breakfast, others stay in room. M. Davis arrives approximately 8.25 and busys herself around the room. B. Baker is involved with putting glue into small containers from gal. jug. - Children are playing comfortably with "coloring books," and small manipulative toys. Noise level is acceptable; teachers are not involved with children.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

8.45 - Clean up process - M. Davis sang "It's Clean Up Time" very gently to small groups of children. Children automatically carry chairs to large group circle. M. Davis is verbally (positively) reinforcing individual children for coming to large group circle and sitting big and tall.

8.50 - First Large Group -

Teacher: Mary Davis

Setting: Children are seated in chairs in a semi circle facing the bulletin board; M. Davis is sitting on a table at the front of the semi circle.

Role of A.T.: Bertha is up walking around the circle ("policing" children)- could be serving as a role model.

Content and sequence:

1. Called the role (each child answered) - 19 -
2. Lined up girls to go to bathroom - M. Davis went with the girls. Lined up boys to go to bathroom - B. Baker went with boys. Overheard comment "You're not dumb" in a very accusing voice from B. Baker - evidently Carolyn's reminder of the positive approach isn't being used. Return from bathroom (9.00).
3. Greeted children - still moving children around - no standards set.
4. Discussed weather - asked children to put on Tuesday's special looking glasses, listening ears, thinking caps, and singing voices. A great deal of verbal positive reinforcement on the part of M. Davis.
5. "Good Morning, Mr. Yellowbird" - each child singing name - each child positively reinforced by M. Davis and B. Baker for responding.
6. Identification of pictures (fruits) - total group response. - *When you use positive reinforcement to shape behavior, be sure to reinforce child when he responds. - Setting appropriate standards for response expected - but not positively reinforcing consistently for following standards. - PLDK cards - grapefruit, pear, banana, strawberries, orange, pineapple, grapes, lemon, lime, cherry, apple, peach, watermelon.
7. Filmstrips on fruits - no standards set for viewing film. M. Davis narrating film; B. Baker sitting with children. - Asked for recall of fruits in film, but set no standards for group or individual responses.

Materials: Organized and ready for easy access - appropriate for a large group activity.

Standards set: See content and sequence section for effectiveness of standards.

Objectives: Appropriate for time of year and group.

Transition: No standards set for carrying chairs, etc.

9.30 - First Small Group Activities -

Teacher: B. Baker

Set Standards: Keep magazines on table till I tell you what to do with it.

Content and sequence: "We're each going to get a magazine and find pictures of fruit just like the one on the board." Gave out magazines to each child. Gave out scissors to each child. No positive reinforcement - several negative statements "you're not looking," etc. B. Baker finding pictures of fruit for children. - *Table is over-crowded for this type of activity; some children could have sat on floor. Some children discussing the fruits they found, but B. Baker doesn't pick up on it - ignores it.

Objectives:

1. To cut out foods from magazines
2. To manipulate small muscles in cutting
3. To recognize the foods (Mary).

Close of activity: B. Baker took up scissors and magazines from some children; other children are still cutting. Rather disorganized.

Positive Reinforcement: Completely lacking. Negative reinforcement quite frequently.

9.45 - Second Small Group Activity -

Teacher: M. Davis

Setting: Children are seated in chairs around small group tables.

Activity: Pasting pictures of fruit (cut out in first small group) on yellow construction paper.

Role of the teacher: M. Davis has organized the materials for easy access. Relates very well to the children. Set very few standards. However, this may be appropriate since paste has been used several times. Wrote name of child on paper.

Positive reinforcement: heard very little verbal positive reinforcement - children are evidently finding the task reinforcing.

Content and sequence: Gave out construction paper to each child; gave each child a blob of paste on paper square. Reminded children that small amount of paste needed. - Walks around table, commenting to individual children. M. Davis takes up completed pictures while one child takes up "paste squares." Using wet paper towels to clean hands.

Objectives: To paste (put paste on the side not to show).

Close of activity: Pretty rough.

10.00 - Free Choice - did not set attending standards before announcing choices to group.

Choices: Colored blocks in large group area - Housekeeping Center - Puzzles - 2 pounding benches.

Limits were set (number of people for blocks, housekeeping center). - *Need to get children's attention before announcing choices. *Need to set standards for each material. Initial choices - 6 children chose housekeeping center; 6 children chose puzzles; 4 children chose colored blocks; 3 children chose pounding benches. - Bertha is supervising the housekeeping area and is role playing with the children. M. Davis is supervising the other three activities. M. Davis preparing puzzle group it's almost clean up time. - Children stayed with original choice. - *Need to organize clean up from s.f.c.

1. Think in terms of preparing children for close of activity - which activities will take more time? Which activities need direct teacher supervision during clean up.
2. Think in terms of standards for transition.

10.20 - Outdoor Play - Will play inside due to rain - M. Davis' group plays circle game - B. Baker's group plays with clay at table. Then groups switch activities. - *Children had difficulty staying in a circle for the circle game. What can you do to eliminate this problem? - B. Baker's group finished circle game and puzzles were brought out. M. Davis' group finished with clay and did finger plays and action songs. The children in B. Baker's group didn't finish puzzles - she completed several.

10.45 - Transition to bathroom - M. Davis with girls - very organized - B. Baker with boys - extremely negative situation. - Children return from bathroom. Bring chairs from small group tables to large group circle. Recall of day (fruit in first large group, small group activities); "I'm so Glad" - record "What Are You Wearing" - while record is playing B. Baker is chatting with cafeteria worker at door.

11.05 - Lunch - Transition: Organized -

11.30 - Return from lunch - Dismissal -

C. EVALUATION WITH STAFF

Mary invited me to join their Planning and Evaluation session. Discussed individual children and large group activity. Most talking being done by Mary. Then I gave feedback on day from observer's point of view.

Afternoon Session -

Children arrived a few at a time; they engaged in same activities as morning group. Mary and Bertha sat at back table to evaluate day. - Children cleaned up, sat in chairs in large group circle. Took chairs back to small group tables Went to bathroom - wash hands - to lunch.

1.00 - Return from lunch to small group tables - Transition to large group circle - smooth.

Large Group Activity -

Conducted same as a.m. group. Bertha is sitting down (she never sat during a.m. large group). "Good Evening, Mr. Yellowbird" - each child sang name - each positively reinforced by Mary Davis. - Pictures of fruit - identify fruit - Bertha doing a better job of positively reinforcing child for responding. - Film on fruit - conducted same as a.m. - Put on looking glasses - reviewed film briefly. - Transition from large group to small group tables - organized, but Bertha continues to give negative feedback.

1.30 - First Small Group Activities -

Bertha is having her group look for fruit; Mary is having her group look for food. Both groups being conducted same as a.m. (Mary being positive relating to individual children). Did not follow up on suggestion made during P & E time (move some children to floor to give more elbow room). Bertha finding pictures and cutting them out for the children. Clean up process at Mary's table much more organized than at Bertha's table.

1.45 - Second Small Group Activities -

Activities conducted same as a.m. session. After Bertha handed out materials, left room to get wet towels for clean up process. Mary is positively reinforcing children for waiting so patiently; while Bertha is continually badgering children for not having anymore pictures to paste.

Close out of Bertha's activity is very rough and negative. Bertha has extremely poor rapport with children.

2.00 - Bathroom - Again, Bertha is extremely negative with the children (boys).

2.05 - Return from bathroom - S.F.C. -
Mary announced s.f.c. time - saying the children must put on listening ears to hear the choices. She reinforced her children for listening but Bertha did not follow suit. Instead she continued to negatively reinforce.

Choices available	No. children	Location
Housekeeping Corner	6	side of room
Colored blocks	unlimited	large group area
Knock out benches	3	large group area

Mary arranged for children in colored blocks group and knock out benches group to change. Bertha made no effort to encourage children to leave housekeeping area.

Used suggestions made relating to clean up after s.f.c. Not enough standards set, however, it went smoother than a.m. session.

2.25 - Second Large Group Activity -

Recall of day - Departure.

Planning and Evaluation held after a.m. session. No Planning and Evaluation held after p.m. session due to a system wide Macon/DARCEE meeting at Bruce.

Schedules posted:

8.30 - 8.50 - Free Activity
8.50 - 9.00 - Rest room
9.00 - 9.30 - First Large Group
9.30 - 9.45 - First Small Group
9.45 - 10.00 - Second Small Group
10.00 - 10.20 - Free Choice
10.20 - 10.50 - Outside Play
10.50 - 11.00 - Wash hands - bathroom
11.00 - 11.20 - Lunch
11.20 - 11.30 - Second Large Group - Dismissal

12.00 - 12.20 - Free activity - lunch report
12.20 - 12.30 - Rest room, wash hands
12.30 - 12.55 - Lunch
12.55 - 1.25 - First Large Group
1.25 - 1.40 - First Small Group
1.40 - 1.55 - Second Small Group
1.55 - 2.00 - Rest room
2.00 - 2.20 - Free Choice
2.20 - 2.45 - Outside play
2.45 - 3.00 - Second Large Group - Dismissal

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER
(Recommendations made at end of A.M. session)..

1. Do not interrupt large group with bathroom routine.

2. Suggest Bertha (A.T.) sit during large group activity.

3. Appropriate use of positive reinforcement (page 91-100 in Teachers' Manual).

4. When doing an activity such as cutting from magazines, etc. (Where children need elbow room) move some children to floor.

5. Suggested changes in s.f.c. - see notes.

6. Need to set standards for hallway -
    a. Walking boots
    b. Zippers
    c. Hands to self

Then remember to reinforce!

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: February 20, 1973
School: Williams
Staff: L.T. Mary Davis
A.T. Bertha Baker

City: Macon, Georgia
Principal: Mr. Price

Trainer Submitting Report: Carolyn Marsh

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1 X	+1	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1	+2 X	
5. Teacher Preparation	-2	-1 X	+1	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1	+2 X	
9. Materials Use & Development	-2	-1	+1 X	+2	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1	+1	+2	X

What, if anything, did you as trainer see that pleased you?

- Positive reinforcement, bulletin board, changes made that were suggested on last visit.

What, if anything, did you as trainer see that disturbed you?

- Tables too close, small groups too short, lesson plans not written.

What were the skill objectives and attitude objectives listed for today?

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: February 20, 1973
SCHOOL: L.H. Williams
PRINCIPAL: Mr. Price
LOCATION: Macon, Georgia
STAFF: Mary Davis - Lead Teacher
Bertha Baker - Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom.
2. Evaluate with staff at the end of the day and give feedback from observation.
3. Focus in on previous trainers' recommendations to see if teachers were able to follow up on them.

ARRIVAL:

8:05 - No one in office - met Bertha in hall - informed me that Mr. Price would probably be late - has been in a car accident.

8:07 - Mary arrives - 3 children present.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Room has been rearranged somewhat - the two small group tables are side by side. It's obvious teachers are working on Farm unit - bulletin board of farm very well done - large colorful farm animal posters beneath chalkboard - a second chalkboard contains more poster prints as well as alphabet cards with a representative picture for each letter.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

8:21 - 6 children present now - Bertha's son has been sitting with children at one table playing with cubes - books are out on another table. The large group area has been moved to front part of room in front of chalkboard.

8:35 - All children involved at both tables - Bertha gave me some information concerning the new classroom here. Mary said she had supplied the lead teacher with a Teacher's Guide, a Materials Manual and the unit 'All About Me.'

8:45 - 13 children present - Mary takes attendance - lunch money - Bertha interacting with children looking at books.

8:50 - Mary calls for "listening ears" - calls each child's name - children answer "present." - 5 absent. - Bertha lines children up for bathroom. Mary sets standards for walking down hall - reinforces those standing in line correctly.

First Large Group -

9:00 - Both groups return - very orderly. Mary calls children up by groups to large group area - Bertha helps children get seated. Mary "What day is today?" Children answer correctly "Tuesday." Sets attending standards - "let's put on Tuesday's 'looking glasses,' 'listening ears,' 'thinking caps.'" Song "Farmer In the Dell" - Bertha sits behind the group, which is something she hasn't been doing. - Group stands - hold hands - go through actions of song - Bertha and Mary both in circle singing with children. Some confusion about seats after song is over - Mary reinforces children who were able to go back to their seats. - Story "Colors Around Me" - Story of people of different colors. Story not very realistic (ie. "red as cinnamon" - "black like licorice," "pink like bubble gum" - black like "ebony wood," "strong Coffee," etc. - Mary does good job of reading story but walks around holding book above children's eye level, also mispronounces *Negro* - one child mispronounces word also - Mary says "we don't say that." Another child says "Negro is a bad word." Mary says "no it's not." - Mary goes over each color again after reading story using picture cards to correspond with pictures in book. Mary tells children to look at people of different colors when they go through the lunch room today. - Places pictures along bulletin board for children to look at during the day. Selects one child to come up front to lead "I'm So Glad" - Review name of day again - one child knows name of yesterday, today and tomorrow. - Count number of children here - number absent (5) - count 5 children.

9:20 - Transition back to tables - fair. Bertha sends one child back to circle "bring your chair back again the right way."

First Small Group -

Bertha - Color Bingo
Mary - Logic Blocks - large plastic shapes of different colors and sizes.

Bertha is having children to recognize shapes only - as she names a shape, each child puts a chip on the shape if it's on his card. One child, who Bertha says has been absent a lot, seems to be at the matching level - Bertha points to the correct shapes rather than letting her match. - Mary has children sorting the blocks by size and color.

9:35 - Bertha collects materials - begins her second activity. Story "The Big New School" - Mary takes up materials by having children recognize size and shape as she labels (ex. give me all the little circles, big rectangles, etc.) Also lets them count each shape. - Bertha has trouble keeping children's attention. Children are not being disruptive, but are not interested consistently; only when Bertha moves book around so all can see - does not finish story - brings out dittos.

9:40 - Mary completes activity - brings out dittos.

Second Small Group -

9:42 - Both groups dittos of black children's faces - children are to color faces - same color as model picture (black) - decides to change activity after realizing that hair and face will be same color - lets children color hair brown and face black (Did you think through activity in advance and anticipate this problem?) - Some children are using orange, green and red as a substitute for black in Bertha's group.

10:00 - Selected Free Choice -

Mary gets children's attention - announces choices - Knock out benches - Colored blocks - Housekeeping center - Logic blocks.

4 children choose Logic Blocks - table
4 children choose Colored Blocks - floor
1 child chooses Knock outs - floor
3 children choose Housekeeping

10:20 - 10:50 - Outside Play.

10:55 - Children return to room - line up for washing hands - standards - "put on our walking boots" - Mary and Bertha pass out paper towels - coats are piled on tables.

11:00 - 11:10 - Last Large Group -

11:10 - 11:30 - Lunch -

11:30 - 12:00 - Meeting with staff.

C. EVALUATION WITH STAFF:

See section D. of this report.

D. RECOMMENDATIONS:

1. Move small group tables further apart.
2. Hold book low enough so all can see during story reading - mispronounced word Negro (Nee gro).
3. Should have held up shapes for children to match - Bertha.
4. Bertha - Take materials off table that you're not using during activity. Should have had another seating arrangement for story - some children looking away - could not see book all the time.
5. Mary - Show pictures and demonstrate before giving out pictures to color.
6. Did you think through your activity in advance? Can't tell difference in face and hair of picture - both same color.
7. Readjust schedule to include 20 minute small groups instead of 15.
8. Bertha should have had logic blocks for 2nd small group if they were to be used for S.F.C.
9. Should have gotten crayons of different shades to use for coloring - (different degrees of brown).
10. How often do you use unit concepts in large group? Small groups? - Be consistent.
11. What are you doing with numerals and alphabets?

Reinforcement for:

1. Bulletin board (did items go up as each concept was introduced?)
2. Mary - reinforcing during line-up.
3. Bertha - written evaluation (detailed). Good reinforcement during large group.
4. Mary - good job reading story - reinforcement good.
5. Good small group activity - individualization.
6. Good procedure during introducing S.F.C.
7. Mary - much more reinforcement today and standard setting. Very goo
8. Bertha - Have been positive with children all morning!!

MILLE LACS

RECEIVED
FEB 27 1973
NATIONAL COORDINATION CENTER

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: January 30, 1973
School: Mille Lacs Head Start Center
Staff: L.T. Agnes Pendegavoush
A.T. Ginny Mucaus

City: Onamia, Minne
Principal (Director): Mrs. Norma Thompson
Trainer Submitting Report: Paula Goodroe

SUMMARY SHEET

Trainer's Subjective Rating of Classroom (Place X on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1	+1 X	+2	
2. Schedule	-2	-1	+1 X	+2	
3. Grouping	-2	-1	+1	+2 X	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1	+1 X	+2	
7. Attitude Development	-2	-1	+1 X	+2	
8. Unit Approach	-2	-1	+1	+2 X	
9. Materials Use & Development	-2	-1	+1	+2 X	
10. Reinforcement & Behavior Management	-2	-1	+1 X	+2	
11. Parent Involvement	-2	-1 X	+1	+2	

What, if anything, did you as trainer see that pleased you?

- The day had been well planned and the teachers were prepared. The skill objective seemed to be appropriate for the children. No behavior problems were observed. The lead teacher related well to the children.

What, if anything, did you as trainer see that disturbed you?

- Large group was not well balanced with active vs. quiet or listening vs. participation. The lead teacher still refers to note cards for the finger plays. After lunch, the planned day seemed to fizzle.

What were the skill objectives and attitude objectives listed for today?

- At large group, the teacher's objective was to follow-up on yesterday's field trip to a fish house on the ice (a part of their Winter unit). She showed them many instruments and materials used by a fisherman in ice fishing. Each child examined each item carefully. The objective was to review the field trip and learn the labels and be able to identify certain materials and instruments.
- In small group the objective was to discriminate auditory matching sounds using teacher-made materials; attitude delay of gratification. Buffer: secondary shape identification.

- The objective of the other group was secondary color identification which I was told the group was having difficulty with. Buffer: each child chose a book to picture read
- In second large group (1) the children wrote a thank-you note to the man whose fish house was visited yesterday (2) the children learned to identify pictured objects on a chart that will be used by the nurse for visual screening.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: January 30, 1973
SCHOOL: Mille Lacs Head Start Center
PRINCIPAL (DIRECTOR): Mrs. Norma Thompson
LOCATION: Onamia, Minnesota
STAFF: Agnes Pendegayoush - Lead Teacher
Ginny Mueaus - Assistant Teacher
TRAINER: Paula Goodroe

OBJECTIVES FOR VISIT:

1. To observe implementation of the DARCEE model in the classroom.
2. Evaluate with staff at the end of the day and give feedback from observation in the four year classroom.
3. Focus in on previous trainers' recommendations to see if teachers were able to follow-up on them.

ARRIVAL:

When I arrived at the center, I met the director and all the teachers. I asked Agnes if I might observe her and I entered the booth when the children arrived. The sound was not working well , so much was missed.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

I saw a classroom that has come a long way. Other observations have indicated behavior problems with the children and teachers who were confused about the DARCEE Program. Unfortunately, the regular assistant teacher was ill and the substitute was very poor. Only eight children were present; it seems that the flu bug had hit. The day had been planned and seemed to be appropriate for the skill levels of the children. A good warm relationship between the lead teacher and the children was observed.

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY:

Snack: Two helpers put the snack on the tables while the other children went to the bathroom. This went very well; much indeendence was observed. Agnes seemed to enjoy interacting with the children.

Large Group -

Transition was excellent. The children suggested several finger plays and songs in succession. (Agnes referred to note cards for the correct words). The children participated well but this went on too long. Then many different instruments and materials used in ice fishing were introduced, passed around and discussed. The children were interested. The transition back to small group was perfect.

Small Group -

Both groups were motivated and interested in the activities which had been planned. (See page 1.)

Selected Free Choice -

Both teachers took a pencil and paper to write down childrens' choices. Three children chose "animal lacing cards" and three chose crayons and paper. Some orderly changes were noted during the period but some children stuck to their original choices thru the entire period. Two children chose large blocks and stayed with them during the entire period.

Lunch Time -

Again the "helpers" prepared the tables for lunch, pouring milk from a large pitcher; the teachers served the food.

Gym Time -

After lunch, the group lined up to go to the gym. I did not accompany them. When they returned to the room, the children in each group went with their teacher to a particular area where individual motivation charts were marked. (Later when I asked Agnes, she said "gym behavior" had been a problem but the children seemed to be responding to the star on the chart for good gym behavior with a piece of candy at the end of the week).

Last Large Group -

The children wrote a thank-you note to the owner of the fish house visited yesterday. Then each child signed his name or drew a picture on the same large piece of paper. When this was completed, rolled up and tied with a ribbon, Agnes brought out a new "eye chart" with objects to learn to identify before it is used for visual screening. The children then got their wraps and lined up for the trip home. The bus was not available, so several of the teachers drove children home in their cars.

C. EVALUATION WITH STAFF:

The lead teacher and I sat down and talked about the day. She told me what her objectives were and why. Then she told me why she thought each activity had been successful except the last large group which was not organized as she would have liked it because all the children gathered around a table to write the "thank-you letter." We talked about another way she could have done it. She was pleased with her first activity. She accepted my suggestion that she balance large group better. We discussed some planning and evaluation techniques such as ""What did you find out about the children today that suggests what you may do with them another day?"

Note: I asked Norma Thompson about the Home Visitor Program. It is almost nil although the Home Visitor is going into all the children' homes with the nurse to help her collect information. Norma plans to bring parents into the classroom as well as to continue parents' meetings.

After the evaluation session with the lead teacher in the four year room, I met with the entire teaching staff, the nurse, materials specialist, and Home Visitor. The new tribal chairman joined us for part of the session which continued until 5:00 and resumed the next day at 9:00 a.m. The group was shown a video tape, made in September, of the three year classroom program with the evaluation session that followed. Ways of using the tape were investigated. In addition the tape was used as a basis for discussion of:

(1) how can observers get "the most" from the observation experience
(2) how to "involve" other people who sit in on the planning and evaluation session
(3) do we have enough physical contact with the children; when is it appropriate to pat, hug or hold a child on your lap
(4) how do we respond to the criticism that we do not have enough discipline in the classroom

On Thursday about 11:00 a.m. the principal from the Onamia Elementary School (to which the Head Start children from Mille Lacs go) came. The objectives of the DARCEE program were presented and questions, answers and a general discussion of the program as preparation for school followed. The principal's reaction was generally positive but some responses were typically that of a school administrator. The tribal chairman had an opportunity to talk with the school principal privately and the results of this interaction are now known. The last part of the staff training session was used to introduce the idea to the staff of how to do an in-depth "Child Study." At first they "brainstormed" about all the things we need to know about a child in order to have complete information. We grouped these and came up with eight areas of information. ~~Then we~~ discussed various techniques to be used to gather the information. It was decided that each teacher and assistant teacher will take a child in her classroom and do a child study. They will meet together in a few weeks to note progress and problems. This may be a possible area of follow-up for the next visit to Mille Lacs.

D. RECOMMENDATIONS FOR FOLLOW-UP TRAINER:
See section C. of this report.

READING

SITE VISIT OBSERVATION/FEEDBACK REPORT

Date: November 21, 1972
School: DARCEE Center
Staff: L.T. Wilda Marshall
A.T. Aida Torres
A.T. Jerry Phennie

City: Reading, Pa.
Principal: ______________

Trainer
Submitting
Report: Carolyn Marsh
Julia F. Stinson

Summary Sheet

Trainer's Subjective Rating of Classroom (Place X's on numbers of your rating).

	Not at all like DARCEE	Slightly like DARCEE	Mostly like DARCEE	Just like DARCEE	Not rated
1. Physical Setting	-2	-1 X	+1	+2	
2. Schedule	-2	-1	+1	+2 X	
3. Grouping	-2	-1 X	+1	+2	
4. Roles & Responsibilities	-2	-1	+1 X	+2	
5. Teacher Preparation	-2	-1	+1 X	+2	
6. Skill Development	-2	-1 X	+1	+2	
7. Attitude Development	-2	-1 X	+1	+2	
8. Unit Approach	-2	-1 X	+1	+2	
9. Materials Use & Development	-2	-1 X	+1	+2	
10. Reinforcement & Behavior Management	-2	-1 X	+1	+2	
11. Parent Involvement	-2	-1	+1	+2 X	

What, if anything, did you as trainer see that pleased you?

1. All three staff members are writing daily lesson plans.
2. Team work.
3. Decrease in use of negative reinforcement.
4. Openness to trainers' feedback.

RECEIVED
DEC 19 1972
NATIONAL COORDINATION CENTER

What, if anything, did you as trainer see that disturbed you?

1. Negative situation with naptime.
2. Unannounced puppet show.
3. Lack of standards being set consistently.
4. Lack of positive reinforcement.

What were the skill objectives and attitude objectives listed for today?

1. Recognize & identify colors (red, blue, green, yellow).
2. Recognize sets of two.
3. Reproduce name by following dots (small muscle).
4. Whole - part - whole/pasting house from basic shapes.

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 21, 1972
TIME: 8.15
SCHOOL: DARCEE Center
LOCATION: Reading, Pa.
STAFF: Wilda Marshall, Lead Teacher
Aida Torres, Assistant Teacher
Jerry Phennie, Assistant Teacher
TRAINER: Julia F. Stinson

OBJECTIVES FOR VISIT:

1. Initial visit for this year's operation (after summer) - to observe the classroom activities looking for the degree of implementation of DARCEE essentials.
2. Specifically observe Wilda in lead teacher role and the teamwork between Wilda, Aida, and mother/teacher trainee (Jerry).
3. Give feedback at end of day based on observation.
4. Use observation for planning more in detail tomorrow's inservice day.

ARRIVAL:

8.15 - Carolyn and I entered classroom - one child present - we were greeted by Mrs. Phennie who is substitute and hopes to be hired permanently as the 3rd classroom teacher. Wilda and Aida have not arrived.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

Center is cleaner than on previous visits. Room is arranged to indicate a large group area and three small group areas. Some children's products are displayed at children's eye level, others above eye level; same for teaching displays. Materials have been placed on the three small group tables for children when they arrive (cubes, puzzles, crayon and paper). Mrs. Phennie was at the center when we arrived, approximatel 8.15; Aida arrived approximately 8.30; Wilda arrived 9.00. At this time there are eleven children present. Wilda brought groceries in (today will be Thanksgiving dinner at the center) and dropped off the daily schedule/activities for Carolyn and I to check.

Daily Schedule:	8.00	- 9.00	- Structured Free Choice
	9.00	- 9.30	- Bathrooming, Snack
	9.30	- 9.50	- First Large Group
	9.50	- 10.15	- First Small Group
	10.15	- 10.35	- Second Small Group
	10.35	- 11.15	- Outdoor Physical Activity
	11.15	- 11.45	- Structured Free Choice

11.45 - 12.00 - Second Large Group
12.00 - 12.45 - Bathrooming, lunch, clean-up
12.45 - 2.30 - Nap
2.30 - 3.30 - Departure

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

9.05 - Teachers sing "It's Clean-up Time" - Materials are put away.

9.10 - Wilda supervises bathroom process.

9.17 - Snack - Wilda gets a wet cloth and cleans table top. One child (Hector) is chosen to pass out paper cups. Wilda positively reinforces child for "doing a good job." Snack: crackers, cheese cubes, orange juice. - Wilda is asking children how many crackers they have. I did not hear any standards set prior to serving snack. Wilda is eating with children. Vitamin pills are passed out at Wilda's table. At this point, someone walks in and asks for Sue Dixon. Wilda tells her Sue is no longer at the center. The woman said she was to give a puppet show today (a traveling puppetteer, no less!) - Things have been going well up to this point. It's questionable what this will do to the day's plans and how well the staff will be able to adapt to the interruption. Wilda suggests the group sing "Good Morning" during the waiting time. Then she asks the children what special event is happening today. No standards were set for responding. No positive reinforcement for appropriate responses. Continues to ask children if they would like to sing a song. "Sweetly Sings the Donkey," "Go Tell Aunt Rosie," "Rocka My Soul," "Bear Hunt." While this is going on, seven chatty females are setting up the puppet stage and patting themselves on the back for doing something for these pour kids.

9.40 - Children bring chairs from tables to area in front of puppet theatre. Children are seated in chairs in three rows. No standards were set for transition. The puppet stage isn't ready, and the women are chatting merrily about acquaintances. - No standards set - no introduction (at least appropriate for 3,4,5 year olds). Puppet show - Cinderella.

10.10 - Clock was unplugged - so this isn't the real time. - Wilda has group to sit while the puppet stage is being dismantled - *Should do something active at this point (children have been sitting for at least 40 min.) Wilda shakes hands with all the children for attending. Aida suggests they go outside while the puppet stage is dismantled; Wilda rejects the idea.

10.15 - Transition to small group tables - no standards set.

First Small Group Activity -

Teacher: Mrs. Phennie

Setting: 5 children are seated at a small group table at side of room.

Standards: Did not hear standards set.

Materials: A pencil and sheet of construction paper for each child.

Activity: Copy names - follow the dots to make name.

Content and Sequence: The material is introduced by having children recognize their names. Then a pencil and the child's name is given to him. He is instructed to follow the dots to complete their names. Teacher is up moving around, inspecting each child's products; - *needs help with game approach - teacher very mundane and matter-of-fact - no enthusiasm. Children not very motivated with activity. Children not being positively reinforced. Some children finished very soon, no other activity (buffer) planned.

Close of activity: Children aren't prepared for close of activity. Papers and pencils are taken up by teacher.

10.35 - Transition - Children are left at table while teacher retrieves coats from coat racks. Coats are brought back to table, given to children. Timmy is told he can't go outside (I didn't catch the reasons). Children get coats on - teacher helps with the buttoning and zippering. Timmy is put in bathroom at this time.

10.42 - Children go outside - Timmy is left at his table - at some point, Timmy is allowed to go outside.

11.15 - Return to classroom from outdoor play. Children are seated on floor in large group circle; Wilda is leading "Where Is Thumpkin;" assistants are seated on either side of circle. No standards are set for participating. Positively reinforces whole group.

Announces choices and location - Water colors - Mrs. Phennie's table
Play dough - Aida's table
Flannel boards & flannel pieces - Wilda's table

Each teacher is conducting the activity at her table. Mrs. Phennie has 5 children; Aida has 3 children; Wilda has 4 children. No standards set at either table. Children weren't prepared for close before Wilda sang clean up song.

11.37 - End of S.F.C. - Children are seated at small group tables. Wilda starts bringing children to large group circle. - *Should have announced to total group.

Second Large Group -

Review of day - asking individual children what they did. No standards set for attending or responding. Children responding but no positive reinforcement from Wilda or assistants.

Color game - Hector not able to recognize yellow; other children able to recognize red, blue, green. Children not able to stand when color name called - *perhaps the game should be done without record. - Second set of children - did better responding to color. - Third set of children - do not know colors. - Announced the days the children will be out of school - Thanksgiving dinner.

12.00 - Transition from large group to small group tables for lunch. Handwashing process - Mrs. Phennie's group first - preparation for lunch - disorganized - no standards set - appropriate behavior being ignored - inappropriate behavior being focused on.

12.15 - Food is delivered to tables - Wilda focuses on inappropriate behavior of Hector while Aida starts to sing a song about keeping hands in lap. Hector is removed from table by Wilda and guided to side of room "until you're able to......."

12.55 - Lunch is finished. - Naptime -

Carry home: turkeys, pilgrim houses.

C. EVALUATION WITH STAFF

The total staff met for planning and evaluation while the children were down for nap. Wilda led the session, asking the assistants to share about their small groups. Most of the discussion centered around inappropriate behavior.

D. RECOMMENDATIONS FOR FOLLOW UP TRAINER

Feedback at end of day:

1. Positively reinforced for cleanliness of center.
2. Positively reinforced for having materials available for children to play with when arriving.
3. Re-group children every 6 - 8 weeks - evaluate children on skills before re-grouping.
4. Suggested Wilda plan two activities for each small group activity time.
   a. Plan within their skill level -
   b. Use concrete objects as much as possible
   c. Plan activities of different paces (active/passive).
5. Discussed sets (with 3 year olds).
   a. Defined set as a group of objects together.
   b. Suggested math concepts be taught in this order - rote counting to ten; counting one-to-one correspondence up to five; introducing sets incidentally at snack using children, napkins, cups, etc.; matching sets 1 - 5.
6. Discussed setting standards (general/task related).
7. When a transition time involves total group, Wilda get children's attention, announce happening, then set standards for transition.
8. Using positive reinforcement as a behavior management technique.
9. Display teaching materials and children's products on eye level.
10. Suggested change in use of "colors" record.
11. Procedure for naptime
    a. Define good rester -
    b. Set standards for naptime -
    c. Introduce good rester badges -
    d. Make a big deal of giving badges to good resters/ignore poor resters -
    e. All three teachers should help settle children down - kitchen and room can be cleaned at end of naptime -
12. Gave units to staff -
    Neighborhood and Community - 2
    Transportation - 2
    Home and Family - 2
    Farm Crops - 2
    Farm Animals - 2

Had:

All About Me - 3
Autumn - 3
Plants - 3

Gave:

Mini-Monster - 3
Teacher's Training Manual - 3
Materials Manual - 1 for Home Visitor

SITE VISIT OBSERVATION/FEEDBACK REPORT

DATE: November 21, 1972
TIME: 8.15
SCHOOL: DARCEE Center
LOCATION: Reading, Pa.
STAFF: Wilda Marshall, Lead Teacher
Aida Torres, Assistant Teacher
Jerry Phennie, Assistant Teacher
TRAINER: Carolyn Marsh

OBJECTIVES FOR VISIT:

1. Initial visit for this year's operation (after summer) - to observe the classroom activities looking for the degree of implementation of DARCEE essentials.
2. Specifically observe Wilda in lead teacher role and the teamwork between Wilda, Aida, and mother/teacher trainee (Jerry).
3. Give feedback at end of day based on observation.
4. Use observation for planning more in detail tomorrow's inservice day.

ARRIVAL:
8.15 - Julia and I entered classroom - one child present - we were greeted by Mrs. Phennie who is substitute and hopes to be hired permanently as the 3rd classroom teacher. Wilda and Aida have not arrived.

CLASSROOM OBSERVATION:

A. GENERAL COMMENTS

One thing I noticed immediately upon entering the classroom was the cleanliness of the room as compared to our last visit. The floors have obviously been mopped and waxed recently.

8.30 - another child arrives - Mrs. Phennie greets child - child goes to table where cubes are out - puzzles are on one table - pegs and pegboards on the other. Parents arrive a few at a time with children.

8.35 - Aida arrives - we chatted with her a few minutes about grouping - there are 8 or 9 2nd year children - and a number of 3 and early 4 year olds.

8.46 - 8 children present.

9.00 - Wilda arrives - explains that she had to get groceries for the Thanksgiving dinner today. Mrs. Phennie is interacting with children at the puzzle table - Aida is with children at cube table.

9.05 - 11 children present now. -

B. OBSERVATION OF INSTRUCTIONAL PART OF DAY

9.07 - Wilda sings one line of Clean up song - Aida helps children clean up - Wilda introduces us to Mrs. Zimpleman, a mother, who will be cooking the dinner today - Mrs. Zimpleman chatted with us briefly about her efforts at trying to obtain a mirror for the observation booth to replace the scree Aida involves the children in songs while Wilda and Mrs. Phennie prepare snack.

9.17 - Mrs. Phennie begins serving her group snack - 5 children - she is talking to the children but I cannot hear what she is saying. Mrs. Phennie is having some trouble with one little boy at her table.

9.30 - A lady enters room - asks if teachers are expecting Junior League to present a puppet show today. Wilda says Sue forgot to tell her about this - equipment is being brought in - Wilda helps move tables to make room for equipment - Mrs. Phennie's children are moved to Aida's table - Wilda involves children in a discussion of what they will have for lunch while 7 ladies get screen ready. - Songs - "Go Tell Aunt Rosey" - "Rock My Soul In The Bosom of Abraham" - group goes through "Bear Hunt" sequence Wilda gets children seated in semi circle in front of puppet show stage - the 7 Junior League ladies are somewhat noisey as they discuss which parts go where - puppet show over - Wilda reinforces each child by shaking hands for "sitting up big and tall and listening." - Wilda sends children back to tables by groups.

10.15 - First Small Group -

Teacher: Wilda Marshall -

Wilda has her materials in her lap in large group area - other table is still taken up with puppet show materials. Wilda passes out 3 flannel boards to 4 boys seated in front of her. The activity involves recognizing sets. Wilda does not seem to know the correct terminology and procedure for teaching sets. She has a flannel board in her lap which contains 2 felt apples and one felt duck - she is asking the children "How many sets do I have?" - She is also asking the children to "show me a set" wanting them to point to the 2 apples. - Wilda tells the children that "you have to have 2 or more things to make a set." She holds up 2 pears - asks "is this a set?" Children say "yes." - Holds up one rabbit - asks same question Children say "no" - Wilda says "right!" - It's obvious these boys are 4 of the younger boys in the classroom - they become more and more confused as the activity continues - Wilda continuously holds up 2 felt pieces and asks the children "how many sets do I have" - the children insist she has 2 rabbits - Wilda says "no, I have one set." Each child is asked to make a set. 2 boys hold up two objects that are the same - one child holds up a flannel duck and ball - Wilda tells him "that's not a set, they have to be two of the same things." (Wilda had moved a child away from the table earlier in the activity - he is allowed to come back after clean up time).

10.38 - Teachers pass out children's coats at tables - a discussion of whether to go for a walk or ride the tricycles. - Children go outside with Aida and Mrs. Phennie - Wilda remains inside - hands trikes out back door - gets very negative with children who are anxious to get one and are blocking doorway.

11.15 - Children begin coming in from outside - Wilda sits in large group area - children seated on floor in semi-circle - "Where Is Thumpkin" - Wilda announces choices: Play dough -
Flannel boards & flannel pieces
Water colors

5 children at water colors - Mrs. Phennie
3 children at clay - Aida
4 children at flannel boards - Wilda

11.35 - Clean up -

11.38 - Wilda calls children to large group area again - individual children asked to "name something you did today" - Color song - 4 children seated in front of circle - they are not able to follow directions for standing and sitting as the record plays - 2nd group of 4 children need assistance recognizing colors. - Wilda leaves circle - Aida takes over - has trouble following words of song - Wilda back in circle - discusses why some mothers will be here to eat lunch and others won't. - Share time - show group toys that some children brought to school.

12.01 - Transition back to small group tables fairly smooth.

Wilda and 2 mothers wrestling with a long table that has been moved into the classroom - table doesn't want to stay up. All tables are moved to center of room - things become chaotic as handwashing process begins - Wilda passes out place mats - children begin playing with mats - lunch preparation taking a long time - children become very restless - Hector does something that displeases Wilda - he is escorted to another area away from table. - nothing said directly about when he could come back - no reinforcement for other children behaving appropriately at table. - Wilda goes over to have a "private" conversation with him - brings him back to table.

12.55 - Naptime -

Totally negative situation - children's heads forced down on cots - couple of children crying - Wilda being very negative with one child who is crying continuously - Aida and assistant remain in room with children - Wilda in and out - finally moves crying child to kitchen.

See remainder of Julia's report. (Subsequent notes not taken by this trainer due to illness).

Inservice - Reading, Pa.

Trainers: Carolyn Marsh
Julia F. Stinson

Staff present: Wilda Marshall, L.T.
Aida Torres, A.T.
Jerry Phennie, A.T.
Nancy Zimpelman, Home Visitor

Location: Reading/DARCEE Center

Carolyn had talked with Wilda on the phone prior to the visit. With this information and the observation on Tuesday we planned a day to focus on the DARCEE essentials.

I. Grouping - Page 14-17 in Teachers Manual - Why have small groups? #1, #2, #3. How do we group children for small group? - Do teachers have special responsibilities regarding small group?

What is large group? Focused on role of assistants. Why have large group? Focused on introducting unit concepts, new materials, etc. Why do we need to have structured free choice?

II. Organization and Use of Time - Page 19 - focused on last paragraph of page 19 continued to page 20.

III. Physical Setting - Page 23 - focused on displaying teacher-made and children's products at eye level of children; use of treasure box.

IV. Role of the Teacher - Page 30 - the head teacher's responsibilities; the assistant teacher's responsibilities; shared responsibilities. Page 34 - #1, #2, #3, #4, #5, #6.

V. Skill Development - Page 41 - match, recognize, identify; page 43-47 - sequencing principles.

VI. Unit Teaching - Page 53 - when are units taught in the DARCEE daily schedule? How long should a unit host? Selecting and sequencing units.

VII. Materials Use and Selection - On this essential we deviated from the previous procedure. We asked the staff to take time between Thanksgiving and Christmas to inventory their current teaching materials. Make a list of those materials, listing each skill or skills to be developed with each material. We suggested they use the Materials Manual for referrence on the DARCEE teacher-made materials. Also, they felt it would be helpful if the list was posted (displayed) for easy access.

VIII. Attitude Development - We assigned pages 63-90 to be read in the Teachers Manual, emphasizing that attitudes are developed as the result of the total day and how the teachers respond to the children on a total basis.

IX. Positive Reinforcement and Behavior Management - Carolyn went through the steps of using positive reinforcement. We discussed removing the materials and eventually the child from a situation when all else failed. Sequencing positive reinforcement was also discussed.

X. Teacher Preparation - Page 102 - Planning, implementation, and evaluation.
   A. Discussed block planning - Handed out "Guidelines for a well-planned week" -
   B. Discussed daily planning and evaluation. Gave the staff a list of things to be discussed during evaluation (daily) to help them focus on total day - think constructively - focus on skills and attitudes.
   C. Discussed writing objectives in behavioral terms.

XI. Parent Involvement - Carolyn and Nancy Zimpleman discussed what she had been doing with the parents.

Mini-Monster. -

We discussed using the Mini-Monster as a planning guide. I went through it, and specified the skills more appropriate to work on with three year olds. All three staff members marked Mini-Monster as designated for this. Then we discussed using it as an evaluation tool: a device for keeping up with children's skill development.